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NAME OF AUTHOR/NOM DE L'AUTEUR Thomas H. Brown

TITLE OF THESIS/TITRE DE LA THÈSE An Application of Role Theory in Determining the Present and Preferred Functions for Canadian Counsellors

UNIVERSITY/UNIVERSITÉ Alberta

DEGREE FOR WHICH THESIS WAS PRESENTED/GRADE POUR LEQUEL CETTE THÈSE FUT PRÉSENTÉE Ph.D

YEAR THIS DEGREE CONFERRED/ANNÉE D'OBTENTION DE CE GRADE 1974

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THE UNIVERSITY OF ALBERTA

AN APPLICATION OF ROLE THEORY IN DETERMINING THE PRESENT AND PREFERRED FUNCTIONS FOR CANADIAN COUNSELLORS

by

THOMAS HARRY BROWN

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

OF DOCTOR OF PHILOSOPHY

IN

COUNSELLING PSYCHOLOGY

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA

FALL, 1974

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "An Application of Role Theory in Determining the Present and Preferred Functions for Canadian Counsellors" submitted by Thomas Harry Brown in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

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ABSTRACT

An analysis of present and preferred functions of the members of the Canadian Guidance and Counselling Association (CGCA) was carried out within a role theory framework.

A 44 item Counsellor Role Questionnaire (CRQ) was sent to a randomly chosen sample of 220 members of Canadian Guidance and Counselling Association, their administrators and clients. CGCA members were asked to respond to the CRQ both in terms of their present functions and responsibilities, and in terms of what they felt their functions and responsibilities should be. Administrators and clients were asked to respond to the CRQ in terms of how frequently they judged the CGCA members should perform the functions and responsibilities listed.

Returns were received from 147 CGCA members, 95 clients, and 101 administrators, representing all provinces and categories of membership in the Association. The bulk of the CGCA members were employed in educational institutions, and secondary school counsellors formed the largest single group. Sixty-five per cent held a master's degree, graduate level diploma, or doctorate.

The most frequently reported activities of counsellor respondents were in the areas of counselling clients with educational-vocational problems and personal-social psychological problems.

When the present and preferred functions and responsibilities of the CGCA members were compared, it was found that sixty per cent of the counsellor respondents did not engage in group methods, consultation with other counsellors, public relations activities and research as often as the CGCA members felt they should.

When responses of CGCA members, their clients and administrators were compared, it was found that counsellor respondents differed with their clients on twice as many CRQ items as they did with their administrators.

Administrator respondents indicated that they felt counsellors should perform functions in the areas of counselling for financial and employment problems, record keeping, interviewing clients' relatives, instructors or employers (with client permission), providing educational-vocational information to clients, and referral of clients to other professionals, more frequently than did the counsellor respondents.

CGCA members favoured the provision of counselling for clients with moral and religious problems, and group counselling for clients with similar problems, more so than did their clients.

Counsellor respondents favoured using results of tests which had been administered by others, whereas clients favoured more active counsellor involvement in the testing process.

Clients favoured referral to other professionals such as psychologists, speech therapists, and psychiatrists, as opposed to other counsellors and community helping agencies.

Counsellors, clients, and administrators reached consensus on 8 CRQ items. Areas of agreement would probably be judged "traditional" by most counselling authorities, and included provision of counselling for clients with educational-vocational and personal-psychological problems, and recording notes of counselling interviews for the counsellor's own future reference. Counsellors were generally expected to consult with counsellors in other settings, members of other helping professions, and community helping agencies. Follow-up, especially when the counsellor had cause to be concerned for the safety of the client, was an accepted procedure.

ACKNOWLEDGEMENTS

Many people contributed to the completion of this study. Of particular importance was the assistance of Dr. John G. Paterson, thesis supervisor, who was a constant source of helpful suggestions, constructive criticisms, and encouragement.

During the initial development stages and pilot study Dr. William Spain, of Memorial University of Newfoundland, and Dr. Harvey Zingle of University of Alberta provided valuable advice, particularly regarding the construction of the instruments used.

The author is greatly indebted to Dr. David Merchant for his constant willingness to share materials and data from his study of elementary school guidance, and for his helpful comments regarding the present study.

Appreciation is extended to Dr. D.D. Sawatzky, Dr. W. Hague, Dr. T. Atkinson, and Dr. P. Calder, for their helpful and constructive criticisms of the project, and to Dr. T.O. Maguire, Dr. S. Hunka, and to Mr. Ray Baril for assistance with the research design and data processing aspects of the survey.

A special word of thanks is in order for Dr. Pierre Turgeon, who gave willingly of his time to be my external examiner. Mr. Rolly Fobert, Treasurer of Canadian Guidance and Counselling Association,

and his wife Blanche, were especially helpful in getting questionnaires to the CGCA membership promptly.

This study would not have been possible without the assistance of the CGCA members, clients, and administrators from across Canada who took time to complete the questionnaires. Their assistance is sincerely appreciated.

Finally, the greatest appreciation of all is reserved for my mother and my late father, from whom I learned the value of education, for my beloved Evelyn, who was always there to help, and to Heather, Gregory, and Colleen, who always interrupted me just when I needed a break.

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CHAPTER I

INTRODUCTION TO THE STUDY

I. INTRODUCTION

Society today is changing at an unprecedented rate, and life is increasing in complexity as a result of the social pressures generated by these rapid changes. It is difficult to pinpoint the cause of this rapid change, if indeed there is a single cause, although a frequent observation is that we are in a transition between an industrial age and a technological age of affluence.

Whatever the genesis of the disruptive forces which are presently at play in our lives, social scientists are in general agreement that the business of living is becoming increasingly difficult, and that social and psychological problems are increasing at an alarming rate. Toffler (1970) has drawn attention to the effects which this accelerated rate of change is having on individuals.

Nevison (1969, p.56) has presented comprehensive evidence in visual form that the psycho-social costs of living in the Canadian society at present are rising swiftly. She attributes this inflation in "psycho-social price index" to the fact that we are living ". . . in a period of rapid change, that our old guidelines for living are fading and viable alternatives have not yet emerged."

More recently West (1973, p. 22) has provided a concise list of the issues facing us at this time:

> Since the future emerges from the present, most futurologists are greatly concerned with the major problems and trends of the day. Often noted are the population explosion, the rapid expansion of knowledge, the impact of modern technology, the threat of nuclear holocaust, the depletion of natural resources, the destruction and pollution of the environment, and the malignant growth of drug abuse, crime, violence, and prejudice. In no other period of history has man faced problems of greater complexity.

The evidence facing us at present indicates that social problems will continue to increase as society becomes even more complex. The Worth Report on Education in Alberta (1972) has predicted that problems relating to mental illness, crime, alcoholism and other forms of drug abuse, and suicide will intensify in the foreseeable future.

As a result of these pressures, "helping" professions of all types are being singled out for a great deal of attention as society attempts to cope with growing numbers of persons who present with various symptoms of psychological and psychosomatic distress. Counsellors, the professional helpers who have emerged most recently on the scene, have not escaped their share of attention, particularly from those who are concerned with the problems of our youth. During the sixties and seventies one provincial commission after another referred to the need for improved counselling services for our young people (i.e. Hall Dennis Report - Ontario, 1968; Parent Report - Quebec, 1963; Worth Report - Alberta, 1972).

However, we are beginning to realize that the type of help offered by counsellors is required by many sectors of society.

Friesen (1972, p.154) writes:

> The word "counsellor" is presently an umbrella term and includes a vast array of professional services including vocational planning, educational programming, vocational and educational placement, psychotherapy, marriage counselling, educational diagnosis, teacher and parent consultation, and research. By 1984, we will have specialists in such areas as vocational placement and employment counselling, group and individual psychotherapy, educational planning, testing and diagnosis, marriage and family life counselling, community life counselling (cultural and recreational), and corrections counselling.

Wrenn (1968, p.12), in summarizing recent changes in counselling, supports this view:

> . . . it [counseling] is now seen as a broad societal function -- you have counseling in many areas of life. It can be industrial counseling, rehabilitation counseling, employment counseling, and counseling in many other areas. Counseling is now a function, a social function, cutting through many areas of life. This is a trend we have not formerly seen (Italics as in original).

Further evidence of this broadening trend may be found in the fact that those concerned with the development of counsellor training programs are becoming increasingly aware that a growing number of graduates are not in fact being employed as school counsellors. Doubtless this trend will be magnified as existing positions for school counsellors are filled, and particularly if the present financial squeeze which is affecting the entire educational field continues.

In the light of the proliferation of various types of counselling services, and the fact that most researchers in the area of counsellor role have tended to restrict their studies to counsellors involved in a single type of counselling, the present study of counsellor role was aimed at a treatment of the topic in its broader aspects, sampling opinion from counsellors in a wide spectrum of settings, offering a variety of counselling services.

In addition to the above, there are other compelling reasons for studying the role of the counsellor in Canada at this time. Factors such as increased emphasis on accountability, combined with budget stringency, have focused increased attention on the role which counsellors play in the educational process.

Partly as a result of the pressures discussed above, references to counsellor role in general, and to specific aspects of it, are appearing with increasing frequency in the professional literature and at counsellor conferences (Adkins, Banmen, Jackson, Moher, & Nevison, 1971; Brown, 1973, 1974d; Feltham, Gaetz, & Nichols, 1973; Ford & Kozley, 1969; Guttman & Kennedy, 1971; Harris, 1969, 1973; Herman, Altmann & Sears, 1971; Johnston & Miles, 1973; Manuel, 1971; Nichols, Feltham & Gaetz, 1973; Mott, 1973; Pare, 1972; Paterson, 1970a, 1970b; Paterson & Masciuch, 1972; Rankine & Angus, 1971, 1972; Rotter & Carlson, 1970; Storey, McCormick & Loken, 1969; West, 1973; Zingle, 1971; Zingle & Winship, 1967).

Not all of this attention is focused on newly emerging aspects of role. There is also increased concentration on aspects of counsellor role which have been traditionally accepted, such as vocational counselling (Bedal, 1969; Davies, 1971; Herman, 1973; Rosen, 1970).

The results of the present research, which surveyed the opinions of counsellors from across Canada regarding their professional role, is especially relevant in view of the present interest, as evidenced above, in our emerging profession.

II. PURPOSE OF THE STUDY

There were two major objectives of this study. The first major objective dealt with the role of the counsellor in Canada by examining present and preferred activities of CGCA members. Administrators, clients, and counsellor respondents provided information on preferred activities, while data concerning the present activities was solicited from the CGCA members only.

The second objective was to attempt to clarify the current status of counselling in Canada. This aspect of the study yielded information regarding the percentages of CGCA members who are functioning in various work settings along with information concerning their background and training.

Several basic questions related to the first objective were:

1. What functions and responsibilities do CGCA members presently undertake?
2. What functions and responsibilities do CGCA members feel they should undertake?
3. How do present functions and responsibilities compare with what CGCA members judge they should be doing?
4. Why do CGCA members not undertake some functions and responsibilities which they feel they should undertake?
5. What common expectations do administrators, clients and CGCA members hold for the role of the counsellor?

6. What expectations between administrators, clients, and CGCA members indicate conflict in the perceived role of the counsellor?
7. What common expectations are there within each group for the role of the counsellor?

Significance of the study is discussed in the next section.

III. SIGNIFICANCE OF THE STUDY

The significance of this study lies in the fact that present and preferred functions and responsibilities of CGCA members were examined within a role theory framework. An important aspect of this application of role theory to the role of the CGCA members was that the role expectations of the counsellor respondents were compared with the expectations of clients and administrators.

Merchant (1973, p.5) emphasises that most previous studies of counsellor role have not been based on a role theory framework, which provides a conceptual schema for the examination and articulation of such concepts as role conflict, consensus and ambiguity. Munson (1970, p.103) suggests, after a review of previous role studies, that "role research in the future must incorporate role theory concepts and apply them to specific program models". The present research attempts a role analysis within a role theory framework.

Bentley (1968, pp. ix-x) supports the position that such examination of role is an important professional activity:

> Counseling, as a service to others, is becoming professionalized. Part of this process of professionalization is the defining and limiting of the activities of the counselor . . . . Counselors work in different settings, and in some ways the work they do is different within those settings. Yet counselors perform many common tasks.

The present research also takes on special importance in view of the information it yields concerning why the CGCA members do not engage in preferred activities such as group counselling, research, and public relations activities (Brown, 1974d).

The results should be of particular interest to practising counsellors who are attempting, in some cases under difficult circumstances, to identify their role. The results may also help such counsellors justify the initiation and expansion of counselling programs. The study should be of use to counsellor educators who are attempting to train counsellors in a time of rapidly changing role and of particular interest to administrators who are attempting to gain insight into the role and responsibility of those counsellors who work with them. Van Dalen (1962) is supportive of status studies, pointing out that such research:

> . . . enables members of the profession to make more intelligent plans about future courses of action and helps them interpret educational problems more effectively to the public (p. 212).

In conclusion, the timing of the research is significant in that Canadian Guidance and Counselling Association is presently attempting to define the role of the counsellor in Canada (Brown, 1974b).

As former Chairman of the CGCA role committee, the researcher was pleased to undertake and share this research both for the edification of the Association, and for his own personal and professional development.

IV. DEFINITION OF TERMS

The counsellors who comprised the sample for this study were restricted to the membership of Canadian Guidance and Counselling Association, for reasons which will be discussed in the section dealing with delimitations of the study.

For purposes of this study, a counsellor was defined as any person who is working in a helping relationship, or trains those who do, and is a member of CGCA.

In line with the emphasis on role theory which forms the underlying conceptual framework for this study, some role concepts will be defined. The concept of role, as used here, draws heavily on the writings of Gross, Mason and McEachern (1958), and involves basically three elements -- norms, social position, and role behaviour. The following definitions were used by Merchant (1973) and add meaning to the present discussion.

A norm may be expressed as one expectation of behaviour stemming from a general social consensus or from those whose judgements and sanctions are directly relevant to the actor.

A position is the location of an actor or class of actors in a system of social relationships (Gross et al., 1958, p.67). Counsellor is a position in relation to other positions such as administrator and client.

Role behaviour may be defined as what an actor taking a position actually does (also called role performance).

Role may be defined as a set of norms or expectations for the behaviour of an incumbent of a particular position.

Role conception: the expectations which an incumbent in a particular position holds for himself.

Role expectations: the expectations which others hold for an incumbent in a particular position. In the present study, the expectations held by significant others, such as administrators and clients, are termed role expectations. If these expectations stem from a general social consensus, they may be called norms, as defined above.

Role conflict may be defined as situations where there are incompatible expectations for the role of the incumbent such that there is difficulty in assuming, maintaining or functioning in a role situation.

Counter position refers to those positions in the social system that relate to the incumbent position with potential for defining the incumbent role.

Role analysis will be carried on in terms of the comparison of role behaviour, role conception, and role expectations.

V. HYPOTHESIS AND RESEARCH QUESTIONS

A major objective of this research, as indicated in the section dealing with the purpose of the study, was the analysis of the role of CGCA members. The chief question generated by this objective was to determine whether or not there were significant differences in the way counsellor, client and administrator respondents expected the counsellor to perform various functions and responsibilities related to counselling.

Hypothesis:

The null form of hypothesis, which is favoured by some, but not all authorities (Seeman, p.5) was the form used here. Essentially, questionnaires such as the Counsellor Role Questionnaire (Appendix D) are a collection of miscellaneous items, and each item is treated as a separate test (Cronbach, 1960, p.328). It would have been possible to state a hypothesis for each item, predicting the direction in which one would expect CGCA members to respond, each prediction to be based on a review of the literature relevant to the content of each item. However, this process, which would have resulted in 44 separate

hypotheses, would have been extremely tedious, and was discarded in favour of the "literary null" form used by Merchant (1973, p.11) as follows:

> There will be no differences in the frequencies of response among the incumbents of the positions of counsellor, client, and administrator to the individual items representing expectations for the role behaviour of counsellors.

Research Questions:

The specific nature of any significant differences were further explored by seeking answers to the following questions:

1. Between which pairs of respondents, or positions, is there a significant difference concerning expectations for the counsellors' role behaviour?

The pairs are:

a. counsellor and client

b. counsellor and administrator

c. client and administrator

2. What is the nature of the variability of responses within each of the positions? This refers to the degree of consensus within each group (counsellor, client and administrator) on each item of the role expectations instrument.

3. Where there are significant differences between the positions is this difference due to the direction or intensity of the responses? Direction and intensity will be described in detail in Chapter III - Procedure.

4. Are there significant differences between the counsellors' role behaviour and the consellors' role conception? This involved a comparison of what the counsellors were actually doing and what they felt they should be doing.

The statistical treatment of the data and procedures are described in Chapter III - Procedure.

VI. DELIMITATIONS OF THE STUDY

The population which was chosen for this study was restricted to the membership of the Canadian Guidance and Counselling Association.

The reason for choosing CGCA members was that there is no central registry in Canada which has on file the names of all counsellors in all types of work settings. The membership list of CGCA provides the closest thing to such a registry, hence the sample was drawn randomly from it.

In fact, not only is it impossible to identify the counselling population of Canada at this point in time, but correspondence with Statistics Canada indicates that it is also impossible to find out how many counsellors there are (see Appendix B). The only readily available data concerning counsellors from the 1971 Census is that there were 2,935 men and 1,515 women educational and vocational counsellors in Canada at that time. Other types of professional counsellors are

"hidden" among the persons who are classified for census purposes as "personnel and related officers", "psychologists", "social workers", and "others in social sciences and related fields".

The total number of counsellors working in Canada at the time of the 1971 Census will remain unknown until someone finds a way of commissioning the division of Census Consumer Services at Statistics Canada to do a detailed hand count of occupations within the selected groups referred to above. The researcher requested an estimate of the cost of such a hand count, and was told that such a project is beyond the present resources of Statistics Canada (Appendix B).

Besides the fact that CGCA is the only National association of counsellors in Canada, there are other compelling reasons for drawing the sample from the membership of this organization.

The membership of CGCA is evolving in much the same way as counselling services are evolving across the country. Membership now embraces the western, central, and eastern segments of Canada. The 836 counsellors who are listed in the CGCA Directory (CGCA, 1973) comprise fully one-fifth of the known counsellor population of Canada (Appendix B). No other source lists this high a proportion of the Canadian counsellor population, with representation from all parts of the Country, covering such a variety of work settings.

Literature circulated recently by the Association (CGCA, 1971) advises that the membership includes counsellors in educational institutions, such as school, college and university counsellors, as well as social-worker counsellors, Manpower counsellors, counsellor educators, and vocational guidance counsellors. Membership also implies professionalism and subscription to the Code of Ethics (CGCA, 1969).

Brown (1974e), in a separate survey of the total membership of CGCA aimed at identifying the work settings of the members, reported that CGCA is made up of 61 per cent school counsellors and school related personnel, 18 per cent college, university counsellors and related personnel, 10 per cent agency, institution, or provincial government employees (other than education), 4 per cent federal government employees, and 7 per cent "other categories". For complete results see Appendix D.

In the light of the findings reported in Appendix D, it would be most prudent to view the results of the present research as pertaining primarily to the role of counsellors in schools and other educational institutions, with some carry-over to those working in agency settings.

One had hoped to include groups of counsellors who are not well represented in CGCA, such as community college counsellors and Canada Manpower counsellors, however this proved impossible. In the case of the community college counsellors, there is no readily available list,

and compiling one would be difficult. Canada Manpower did not wish its counsellors to be included (see Appendix A). The need for further research comparing role expectations for these groups with the role expectations of CGCA members is discussed in Chapter V.

Although many individuals help shape or define the role of the counsellor, clients and administrators were chosen for the analysis of the role clarification aspect of this study. These positions were included because, across the various work settings of counsellors, administrators and clients were judged to be the two groups which the counsellors would be most closely in contact with, hence presumably most influenced by.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter contains three major sections, the first of which concerns role theory per se. The second section deals with related research which has been carried out on counsellor role in recent years. The concluding section provides a theoretical rationale for the analysis of counsellor role in the present study.

I. GENERAL INTRODUCTION TO ROLE THEORY

A number of authors who have contributed to the recent literature concerning counsellor role have simultaneously emphasised the importance of incorporating role theory into research on counsellor role, and drawn attention to the fact that most of the research in this area neglects role theory (Bentley, 1968; Ivey & Robin, 1966; Massey, 1973; Merchant, 1973; Munson, 1970).

Bentley (1968, p.70) stated:

> Although the "role" of the counselor is an issue of great concern within and outside the counseling profession, counseling literature has largely neglected <u>role theory</u> (Italics as in original).

Nieman and Hughes (1951) did a thorough review of the literature dealing with the concept of role. Their observation, quoted frequently by others, was that:

> The concept of role is at present still rather vague, nebulous, and nondefinitive. Frequently in the literature, the concept is used without any attempt on the part of the writer to define or delimit the concept, the assumption being that both writer and reader will

achieve an immediate compatible consensus . . . (p.149).

Newcomb (1954, p.255) states that: "More adequate operational definitions of role are needed; our present poverty in this respect is paralleled by the paucity of systematic role research." This lack of operational definitions certainly helps explain why few counsellor role studies have been well grounded in role theory.

Gross (et al., 1958, pp. 11-15) reviewed existing definitions of role and categorized them into three groups.

1. Those which either equate role with or define it to include normative culture patterns.
2. Those which treat role as an individual's definition of his situation with reference to his and others' social positions.
3. Those which deal with role as the behaviour of actors occupying social positions.

The most prominent of the normative definitions is that of Linton (1945) who designates role as ". . . the sum total of culture patterns associated with a particular status (p.77)", and says it consists of ". . . attitudes, values and behaviour ascribed by society to any and all persons occupying this status (p.77)."

An example of the second (individual) category of role definition is that of Sargent (1951) who said "a person's role is a pattern or type of social behaviour which seems situationally appropriate

to him in terms of the demands and expectations of those in his group (p.360)." The definition offered by Parsons (1951, pp. 38-39) is a more elaborate example of a definition in this second category:

> A role . . . is a sector of the total orientation system of an individual actor which is organized about expectations in relation to a particular interaction context, that is integrated with a particular set of value-standards which govern interaction with one or more alters in the appropriate complementary roles.

An example of a definition falling in the behavioural category is that of Davis (1949, p.90):

> How an individual actually performs in a given position, as distinct from how he is supposed to perform, we call his role. The role, then, is the manner in which a person actually carries out the requirements of his position.

Another example of a behavioural definition of role is that of Roeber (1965, p.6) who introduced a differentiation between role and function. He defined role as "the part taken or assumed by a professional worker", while using the term function to refer to the way in which the worker carries out his role.

Sarbin (1954, p.223) lists the broad conceptual units of role theory as:

> . . . role, the unit of culture; position, the unit of society; and self, the unit of personality. We define position as a system of role expectations. . . . Coordinate with role is the concept of the self.

Sarbin (1954, p.223) refers to his theory of role as the "self-and-role-in-interaction thesis".

Katz (1955, p. 348) is critical of Sarbin's formulation:

> Sarbin is rightfully concerned with the relation between role and self, but he gives little attention to the relationships existing in a system of roles. It is not very fruitful to consider roles in isolation, for the virtue of the concept is that it takes us beyond

> the individual into the social system which gives the role its meaning.

In view of this criticism, and the general confusion surrounding the use of the term "self" (Hall & Lindzey, Ch.13), it was decided not to use Sarbin's formulation as a theoretical basis for the present research.

Bentley (1968, Ch.3) reviews role theory and develops a very useful model of role behaviour in which he defines role as an inclusive term consisting of role performance, role expectations, role conceptions and role acceptance (1968, pp. 74-76). Role performance consists of the way a person acts, and is also termed role behaviour. Role expectations are anticipated actions pertaining to the positions in a social structure, and consist of "what is expected of a person occupying a certain position in the social system (Bentley, 1968, p.74)."

Role expectations can be properties of the social structure or they can be cognitions or perceptions of the individual. In the latter case they consist of the expectations one holds for himself, and Bentley terms them "role conceptions" (1968, p.75).

Role acceptance, the fourth dimension of Bentley's formulation, is borrowed from Allport (1961), whom Bentley credits with the introduction of the term. In fact, Bentley (1968) sees his model as a combination of the Gross et al. (1958) and Allport (1961) formulations:

> In his original thinking, the writer [Bentley] used the term "role" to mean behavior; role expectations and role perceptions were additional concepts. Following Allport, and influenced by

> Gross, the term "role" is used to include role performance, role expectation and role conception (p.74, italics as in original).

Therefore, Bentley's role model crosses the categorization system of Gross et al. (1958) in that role expectations pertain to the normative category, whereas role acceptance and conception relate to the individual category, and role performance pertains to the behavioural category.

Finally, Gross et al. (1958, p.60), after considering some of the different definitions of the term role which have been presented in the social science literature, point out that there is a certain amount of unity within the diversity, in that "most authors, in discussing roles, consider the ideas of social location, expectations, and behaviour."

Gross et al. (1958, p.60) restrict their definition of role to:

> . . . a set of expectations; A role is a set of expectations, or in terms of [their] definition of expectations, it is a set of evaluative standards applied to an incumbent of a particular position (italics as in original).

After a general review of the literature dealing with role theory, as outlined above, this is the formulation which was adhered to in the present research. A further discussion of the reasons for choosing the Gross et al. (1958) model as the theoretical basis for the present study is contained in Part III of this chapter.

II. RELATED RESEARCH ON COUNSELLOR ROLE

In this section, relevant studies from the literature are grouped under

the headings client, student, and administrator expecations, counsellor role expecations, and intergroup expectations of counsellor role.

A. Client, Student and Administrator Expectations of Counsellor Role

Grant (1954) administered an open-ended questionnaire asking students to choose three persons in order of preference from whom they would like assistance in the areas of educational planning, vocational planning, and personal-emotional development. Responses were segregated into three categories, according to the choice made by students: 1. counsellor; 2. other school personnnel; 3. non-school people. One conclusion of the study was that training programs for counsellors must provide a higher level of competence in dealing with emotional and social type problems experienced by students. The study also indicated the need for a concerted effort to promote the counsellor and his services to school personnel and potential clients, a finding supported by Mott (1973, p.56) who surveyed opinion of counsellor role among teachers, principals, and counsellors in 92 Alberta high schools.

These findings are in agreement with those reported by Brown (1974d) that the bulk of clients agreed that counsellors should usually or always provide counselling for clients who have social-psychological problems. Brown also reported that counsellors saw a need to interpret counselling services to other professionals,

community helping agencies, and to the public through speeches, talks, seminars, etc.

Cox (1970) found that students perceived the role of educational problems consultant as ideally a very important counsellor task, as opposed to vocational and personal counselling. Alternatively Dyer (1970) reported that students perceived counselling for social and personal problems to be ideally a very important counsellor role. Brown 1974d) reported that clients were in agreement that counsellors should provide counselling for clients with vocational,educational and social-psychological problems.

On the dimension of research involvement, however, the Dyer and Brown studies were apparently at odds. Dyer found that administrators indicated that the use of research in identifying student problems should be a very important counsellor task. Brown (1974d) reported that administrators did not feel that counsellors should "conduct counselling research of an evaluative or other type," nor should they "assume major responsibility for a follow-up study with all clients who have terminated the counselling relationship."

Similar conflict regarding research involvement has appeared among counsellors themselves (see the next section).

Onefurther study concerning administrator opinion of counsellor role will be considered. Altmann and Herman (1971) conducted research in which 71 school superintendents in Alberta were asked their opinion of secondary school counsellor role. Fifty-four per cent agreed that counsellors should do educational vocational counselling, while only twenty-two per cent agreed that the counsellor should deal with

personal counselling (p.43). These results are similar to those reported by Brown (1974d) except that fifty-two per cent of the administrators in the Brown study felt that the counsellor should usually or always provide counselling for clients who have personal-psychological problems.

Most of the research already reported in this section has dealt with what clients, students, and administrators have judged to be the role of the counsellor. Consideration will now be given to research concerning counsellor statements of their own role.

B. Counsellor Role Expectations

There appears to be some conflict among counsellors concerning the extent to which they feel they should be involved in research, but the apparent disagreement may be a function of counsellor work setting. Brown (1974d), sampling opinion from counsellors in a variety of work settings, found that over eighty per cent felt that they should assume major responsibility for, assist with, or conduct counselling research of an evaluative or other type. Seventy-five per cent of the counsellor respondents felt they should assume major responsibility for a follow-up study with all clients who have terminated the counselling relationship, and ninety-one per cent felt that they should confine themselves to assisting with such follow-up. Powell (1969) supports the viewpoint that follow-up is an important counsellor task.

Ryan (1969), on the other hand, carried out a study in a

religious school setting in which counsellors indicated that some of their least important tasks were conducting studies concerning follow-up, drop-outs, and other reserch areas.

Brown (1974d) found that eighty-seven per cent of the counsellor respondents in his study felt that counsellors should provide counselling for clients who have educational and/or vocational problems. Ryan (1966) also reported that counsellors felt that counselling students with educational problems was important.

Cox (1970) presented information to suggest that counsellors perceived an ideal role to be counselling for personal problems. Ryan (1966) presented evidence that counsellors felt they ideally should counsel those with personal-social adjustment problems. Brown (1974d) reported that seventy-five per cent of the counsellor respondents in his study felt that they should counsel persons with social-psychological problems. Although the information was not reported in the Brown (1974d) study, inspection of his data indicates that seventy-one per cent of the counsellor respondents felt that counsellors should frequently or always counsel clients who have personal-psychological problems.

The Dyer (1970) study is particularly relevant in that the counsellors involved indicated that they should ideally conduct follow-up studies to evaluate guidance services, and discuss the purposes of the guidance program in staff meetings more than they perceived

themselves to be actually performing these functions. Brown (1974d) reported identical results on these very items.

This review of the literature has been concerned to this point with how different groups such as clients, students, administrators and counsellors have viewed the role of the counsellor. While the opinions of administrators in one study, for example, have been compared with the opinions of administrators in another study, no comparison has been done between administrators and any of the other positions. We now turn our attention to such intergroup comparisons.

C. Intergroup Expectations of Counsellor Role

Dunlop (1964) solicited opinion concerning counsellor role from parents, students, counsellor educators, counsellors, administrators and teachers. The results were as follows:

1. All respondent groups were in agreement that it is appropriate for school counsellors to engage in educational counselling.

2. Differences were observed among groups in relation to the appropriateness of counsellors performing tasks related to personal counselling.

3. Parents and students supported counsellor performance of administrative clerical tasks. Counsellor educators, counsellors, administrators and teachers rejected this task group.

Brown (1974d) also found that counsellors, clients and administrators were in agreement that counsellors should engage in educational counselling, nor did the respondents in the Brown study reach consensus concerning appropriateness of personal-psychological counselling. The only clerical tasks included in the questionnaire used by Brown referred to the scoring and recording of psychological tests results in a file, and administrators and clients felt that counsellors should perform these tasks more often than counsellors felt they should.

Storey, McCormick & Loken (1969) carried out a study with 200 grade eleven students, 50 high school teachers, and 40 high school counsellors in Calgary, Alberta. They found evidence that counsellors felt they should provide more social, family, and academic counselling than do either teachers or students (p.53). These results were apparently at variance with the Brown (1974d) study, which indicated that counsellors, clients and administrators were in agreement in their assessment of how often counsellors should perform counselling for those with educational, social-psychological, and home and family problems.

The next section of this chapter outlines a theoretical basis for the present research, based on the review of the literature presented in the first two sections.

III. THEORETICAL RATIONALE FOR THE ANALYSIS OF COUNSELLOR ROLE IN THE PRESENT STUDY

The concept of "role" is a difficult one around which to build a unified theory, or theoretical rationale. As pointed out by Biddle & Thomas (1966, p.14):

> The field of role has unfortunately come to be known as "role theory." This implies that there is actually more theory than in fact is the case. The role field exhibits much speculation, and there are certainly hypotheses and theories about particular aspects of the subject, but there is no one grand "theory."

While the above is a valid statement, some writers in the field have attempted to formulate theoretical models, and the model articulated by Gross et al. (1958) formed the basic conceptual orientation for the analysis of counsellor role in the present study. Gross et al. (1958) used this model in studies of school superintendent role, and Farrell (1968) and Merchant (1973) have based studies of elementary school counsellor role on the Gross, Mason and McEachern model. By employing the same model here some consistency with previous research is introduced, and a common language, based on the definitions presented by Gross et al. (1958) provided.

Although role consensus was not discussed in section I of this chapter, Gross et al. (1958) spend considerable time discussing what they call the "postulate of role consensus." This postulate is ". . . the assumption that consensus exists on the expectations applied to the incumbents of particular social positions (p.21)."

The burden of the argument contained in Gross et al. (1958, Ch. 3) is that most role theorists make the assumption that consensus exists on the expectations applied to incumbents of positions, but few have employed consensus as an empirical variable, and they support this argument by critically examining various role models from the fields of cultural anthropology, social psychology, and sociology.

The difficulty in proceeding according to the postulate of role consensus is that:

> Just as the concept of the "culture construct" has tended to focus attention on modal behaviour with the results that non-modal behaviours are ignored, so has the postulate of consensus on ideal culture patterns tended to result in the ignoring of the possible complexities in the evaluative standards that the members of a society have internalized. The result has been lack of concern for the possibility of pluralistic ideal patterns and for those situations which position incumbents face that are characterized by incompatible standards (Gross, et al., 1958, p.29)

In the event that the critical observations presented by Gross et al. (1958) concerning the postulate of role consensus are reasonable, and they certainly appear to be then they ". . . imply the need for systematic research on the degree of consensus on evaluative standards in society - especially for the examination of consensus on role definition (p.30)."

Therefore, in line with the above, and with the hypothesis of Gross et al. (1958) that ". . . one of the factors accounting for different role behaviour may be variant role definitions, a possibility completely overlooked by the postulate of role consensus (p.30),"

the present research investigates role consensus among clients, administrators and counsellors, to see if such role consensus exists.

Gross et al. (1958) emphasize the importance of expectations in their definition of role. They define role as ". . . a set of expectations applied to an incumbent of a position (p.30)." Expectations are defined as ". . . a set of evaluative standards applied to an incumbent of a position (p.50)." This definition of role places heavy emphasis on the normative aspect discussed above, and stresses prescribed behaviours for the actor in a particular social system.

In summary, the present research is grounded in the role theory model of Gross et al. (1958), as follows:

1. Gross et al. argue that the genesis of any role definition is in the expectations held for the incumbent of a position by significant role definers. Hence the researcher has identified significant role definers (i.e. clients, administrators, and the counsellors themselves), and the present research seeks to identify their expectations for counsellor role.

2. Gross et al. have suggested that by examining the different degrees of agreement of the expectations of significant role definers that a meaningful investigation of role conflict is possible. This means that the assumption that there is agreement regarding the role of the counsellor is rejected.

Role conflict, according to Gross et al.(1958) is defined as "any situation in which the incumbent of a focal position perceives that he is confronted with incompatible expectations (p.60)."

In the present study an investigation of role consensus of counsellors, clients, and administrators for counsellor role behaviour provides a basis for analysis of possible conflict and ambiguity for the role of the counsellor.

The review of the literature which has been included here has of necessity been brief, as it would be impossible to review, in such limited space, the entire literature for a concept which has assumed a key position in the fields of sociology, social psychology, and cultural anthropology. The purpose was to discuss the major theoretical role formulations, and then to present a theoretical model which would provide a consistent terminology and relevant conceptual basis for analysis of counsellor role.

CHAPTER III

PROCEDURE AND DESIGN OF THE STUDY

In addition to a brief introduction to the study, and the general type of research contained therein, this chapter includes five main sections: population and sample, instruments, pilot study, procedures for data collection, and analysis of the data.

Due to the fact that the respondents were distributed across a vast area, the decision was made to use a direct-mail questionnaire to gather the necessary data for role analysis. Good (1972) points out that such methods are often necessary, because experimental and laboratory methods are not appropriate for all types of psychological and sociological inquiry.

In view of the fact that Good (1972, Ch. 5) presents a variety of descriptive-survey or status studies and techniques, their strengths and weaknesses, no in-depth analysis of these methods is considered necessary here. It will suffice to point out that questionnaires are now widely used in educational and psychological research:

> An analysis of the methodology and general content of the dissertations of 1,598 recipiants of the doctorate in education in 1964 indicates that 13 per cent were experimental; 41 per cent, "investigative"; 12 per cent, surveys; and 34 per cent, nonquantitative. Many of the surveys and investigative studies were based on questionnaires (Good, 1972, p.227).

The researcher felt that a sample survey was more suitable than the total census approach because a survey of the total membership would have been prohibitively expensive, and would have taken much longer to complete.

The procedure by which a sample was chosen is contained in the next section.

I. POPULATION AND SAMPLE

As indicated in the section dealing with delimitations of the study, the population from which a sample was drawn was the entire membership of Canadian Guidance and Counselling Association, as listed in the 1973 membership directory. In order to identify the types of counsellors who comprise the membership of CGCA, a questionnaire, soliciting this information, was sent to all 836 members, (for results see Appendix D).

A stratified random sample of 220 CGCA members, representing twenty-five per cent of the total membership, was chosen from the 1973 CGCA membership directory, in such a way as to ensure a representation from each province proportional to the membership each province holds in the total CGCA membership.

II. INSTRUMENTS

A. Construction and Description of the Instruments

The two instruments which were used in the study were:

1. The Counsellor Data Blank (Appendix E)
2. The Counsellor Role Questionnaire (Appendix E)

The Counsellor Data Blank was an adaptation of Merchant's (1973) data blank, and was designed to obtain information about the counsellor and his work setting, such as age, sex, experience, and professional preparation.

The Counsellor Role Questionnaire (CRQ) was the primary research tool for the analysis of counsellor role, and was used to determine the counsellor's present role behaviour, and to indicate what the responding groups (i.e. counsellors, clients and administrators) felt the counsellor should be doing.

The CRQ was constructed by drawing items from a variety of existing questionnaires (Akman, 1972; Ford & Koziey, 1969; Glofka, 1967; Massey, 1973; Raines, 1964; Rankine & Angus, 1971; Storey, McCormick & Loken, 1969; Sware, 1969; Tennyson, 1956), and by reviewing the literature included in Psychological Abstracts from 1967-73. Since all of the questionnaires referred to above dealt with school counselling, it was necessary to go to the literature as a source of questionnaire items dealing with counselling in settings other than school.

The resulting questionnaire was general in nature, covering a broad spectrum of counselling functions and responsibilities, and was designed to sample opinion from CGCA members in a variety of

job settings, such as social-worker counsellors, Manpower counsellors, school counsellors, counsellor educators, university and college counsellors, directors of guidance and counselling, pastoral counsellors, vocational guidance counsellors, and those in private practice.

The initial form of the CRQ contained 42 items (Appendix F). A revised form, used in the pilot study described in the next section of this chapter, contained 53 items (Appendix G). The final version of the CRQ used in the present research was shortened to 44 items (Appendix E), as a result of the validity and reliability procedures described below.

B. Validity of Instruments

The following validation procedures were undertaken:

1. Preliminary Validation Procedures

As a preliminary step in the establishment of face and content validity, the initial 42 item form of the CRQ and the initial form of the Counsellor Data Blank (Appendix F) were administered to ten graduate students in counselling, and two counsellor educators. Eight of these students already possessed a master's degree in counselling and were enrolled in a doctoral program. The other two were enrolled in a master's program in counselling at University of Alberta. Seven of the students were experienced counsellors, and their cumulative experience covered the areas of college counselling, organization and administration of school guidance services, pastoral counselling, private practice, counselling with students in a hospital school of nursing, and assorted experience in school and agency settings. Two of the students who had no direct counselling experience were

specializing in the field of elementary school counselling, and the other was conducting research with prison inmates.

Since one of the graduate students mentioned above was counselling at the time that this validation procedure was being conducted, she was asked to have her administrator and a client complete the questionnaire and offer criticisms. Both the client and administrator, from a treatment center for persons suffering from drug and alcohol abuse, complied with this request.

In order to ensure that the panel referred to above considered matters pertaining to face validity, they were asked to criticize the CRQ and the Counsellor Data Blank in point of whether the wording of the items was adequate vis-a-vis the instructions, possible ambiguities in the wording, and appropriateness of vocabulary level and item length.

As a check on content validity, criticism was also solicited and received regarding the content covered by the questionnaire, specifically in terms of whether or not the coverage of counsellor role was broad enough.

As a result of the procedure outlined above the whole format of the questionnaire was changed considerably, the directions were altered, several items were deleted, some new items added, and others re-worded to make them less ambiguous. Details of these changes follow.

In the original 42 item CRQ (Appendix F), all of the directions to the counsellor were contained in the letter of introduction, including some very complicated instructions for choosing an administrator and client who would be included in the survey. It was decided, as a result of criticisms received, to shorten the letter of introduction and to transfer all directions for counsellor, client, and administrator respondents to separate booklets. Directions to the counsellor for choosing an administrator and client for inclusion in the study were greatly simplified.

In the original form of the CRQ the clients and administrators were asked to pass their completed answer sheets to the counsellor, who would then forward them to the researcher. The panel members felt that the clients and administrators would likely object to this procedure, and that there was no need to place this extra responsibility on the counsellors. Therefore separate return envelopes were provided, and all respondents were asked to return their own responses.

It was decided to ask Dr. John Paterson, who was at that time President of Canadian Guidance and Counselling Association, to countersign the letter of introduction, as suggested by Tuckman (1972, p.207) and Wiersma (1969, p.281).

Items 1(f) and 1(j) of the CRQ (see Appendix F) were considered to overlap, and this was remedied by deleting the words "and marriage" from item 1(j).

It was decided that the aim of including item 7 of the CRQ (see Appendix F) was to ascertain whether or not the respondent felt the counsellor should have any involvement in the administration of psychological tests, hence the words "but not as part of a formal testing program" were viewed as unnecessary, as the desired question had already been asked. The redundant words were therefore deleted. Item 38 was similarly altered.

The word "routinely" posed problems in item 13 of the CRQ (see Appendix F), in view of the response options "rarely", "sometimes", and "usually". Obviously, it would be difficult, if not impossible, to respond "sometimes" to this item, since routine involvement means regular involvement. As a result, the word "routinely" was dropped from the item.

It was decided that the aim of including item 42 of the CRQ (see Appendix F) was to ascertain whether or not the respondent felt the counsellor should follow-up clients as a regular function, or only when they presented with specific types of problems. The item was therefore changed, and an example added, to make the meaning more explicit.

With the completion of the revisions listed above, the resulting 53 item CRQ (Appendix G) was deemed suitable for use in the pilot study described in section III of this chapter.

The Counsellor Data Blank was also changed extensively as a result of the criticisms received. The original form (Appendix F) relied on "fill-in" type responses. It was changed to consist mainly of "tabular" and "scaled" response modes (Tuckman, 1972, pp.178-179), because of the convenience these modes afford for organizing complex responses, because the meaning of items arranged in this way is more explicit and hence more easily understood by the respondent, and because such responses lend themselves more easily to statistical analysis.

In addition to the extensive change in response mode, there were other changes in item content. Item 2 of the initial Counsellor Data Blank (Appendix F) was deemed to be unnecessary, and an invasion of privacy, and was deleted. The original item 11 did not offer respondents the opportunity to list courses which were not completed for university credit, but which still may have been important learning experiences for the counsellor. A third response option, permitting respondents to indicate courses which had been completed for purposes other than university credit, was added.

The revised form of the Counsellor Data Blank is included in Appendix E, and differs from the form used in the pilot study referred to in the next section solely in point of items 19 and 20, which were added after the pilot study, for reasons explained below.

2. Pilot Study

A pilot study was undertaken in May and June, 1973, as outlined in section III of this chapter. Part of the purpose of the pilot study was to improve the face validity and content validity of the Counsellor Data Blank and the CRQ. In order to accomplish this aim, respondents in the pilot study were asked to suggest additional functions and responsibilities not already included in the questionnaire, and to comment on any items which were confusing or ambiguous. This additional check on the content validity of the Counsellor Data Blank and CRQ was deemed necessary because, in view of the fact that the questionnaire was designed to sample opinion from such a diverse group of counsellors as the membership of the CGCA, it was feared that some important functions of counsellors working in some settings might be omitted unintentionally from the questionnaire.

After the pilot study was completed, all comments regarding ambiguous or confusing items, and all comments regarding additional functions and responsibilities were noted.

The responses of the counsellors, clients and administrators who responded to the questionnaire in the pilot study were scrutinized to see if there were any very unusual response patterns. The researcher was attempting here to ascertain whether the responses mirrored the true state of affairs, or whether the wording might be inadequate because it was confusing, or in some way suggested a particular response. No unusual response patterns were encountered.

Counsellor responses from the pilot study were also computer analyzed to yield intercorrelations between the various items. All items for which there were intercorrelations of .70 and above were examined for possible combination. The correlation matrices which resulted from this procedure are presented in Appendices H and I. In all, sixteen of the items were selected for combination because of high correlation and similar content.

As a result of the comments from counsellors regarding confusing and ambiguous items, suggestions for additional items, and the high intercorrelation of some items, a major revision of the CRQ, as it appears in Appendix G was undertaken, as follows:

Items 1 and 2 were combined.

Items 3, 4, and 10 were combined.

The words "human sexuality" were deleted from item 15, because some respondents felt these words caused the item to overlap with item 14.

Items 30 and 31 were combined.

Items 33, 34, and 35 were combined.

Item 6 was deleted, because it was felt that virtually all "home and family problems" of the type described in the item could be classed "social-psychological problems", and the combination of items 3, 4, and 10 had created a new item which dealt adequately with this area of concern.

Item 32 was deleted, because some counsellors responded that they had difficulty in distinguishing it from items 5 and/or 7, in that

they viewed the area of personal problems as being too important a one in which to simply "provide information".

Items 38 and 39 were deleted, because very few respondents in the pilot study had any involvement in them, and most of those who did reported that they had organized in-service programs because of the fact that they held office in a psychological or educational organization, and not as a direct function or responsibility of being a counsellor. Others commented that they viewed the activities involved in items 44-46 as in-service activities.

Items 47 and 49 were combined.

Item 52 was deleted, because most of the counsellors who responded in the pilot study worked alone, and either they assumed major responsibility for follow-up, or else it did not get done. The option of assisting someone else in this function was not a realistic alternative for enough counsellors to justify having it as a separate item.

Four new items were added (see the final version of the CRQ included in Appendix E, items 41-44). These items were added because some respondents in the pilot study felt that the questionnaire did not provide adequate opportunity for them to indicate their occupational and educational placement functions and responsibilities.

Finally, the original form of the Counsellor Data Blank did not require the counsellor to state whether or not he would ask a client and administrator to respond to the CRQ. In view of the fact that the response from clients and administrators was disappointingly

small, it was decided to ask the counsellors for this information (see items 19 and 20, Counsellor Data Blank, Appendix E).

With the completion of these revisions, it was felt that sufficient face validity and content validity had been established to justify using the Counsellor Data Blank and CRQ in a national survey of counsellor role. The final version, complete with revisions, is presented in Appendix E.

C. Reliability of the Instruments

A reliability check was carried out in which the CRQ was administered to a group of ten counsellors, during February and March, 1974. This group included three secondary school counsellors, two junior high school counsellors, one college counsellor, two counsellors in agency settings, a placement counsellor, and a counsellor in private practice.

These counsellors were asked to respond to the CRQ again three weeks later. The counsellors were also asked to have their administrator respond to the CRQ twice over the same three week period, and to have a client do the same.

All ten of the counsellors responded to the CRQ twice as requested, however some difficulties were encountered with the administrator and clients. The placement counsellor was unwilling

to ask his administrator and a client to respond to the questionnaire. The counsellor in private practice had no administrator, and his client did not complete the questionnaire a second time. One of the agency counsellors was unable to have a client respond to the questionnaire twice over a three week period.

In all, 10 counsellors, 8 administrators, and 7 clients responded to the CRQ twice over a three week period. The results of each administration were tabulated, and the percentage of persons who, on the second administration, responded within + or - one point of their response on the first administration of the CRQ was calculated.

It was felt, for each item, that if 75 per cent of the respondents made responses which did not differ more than + or - one response point (on a five point scale) across two administrations of the CRQ, spaced three weeks apart, that the item would be considered reliable for the purposes of this survey.

The percentage of respondents who made identical responses across the two administrations, as well as those whose first and second responses did not differ by more than one response point, are presented in Table 1. Since all percentages were above the criterion referred to above, all 44 items of the final revision of the CRQ were considered reliable for the purposes of this survey. The procedure for establishing reliability which has been outlined above was decid-

TABLE 1

PERCENTAGE OF AGREEMENT ON TEST - RETEST ON COUNSELLOR ROLE QUESTIONNAIRE, FOR A GROUP OF COUNSELLORS, CLIENTS AND ADMINISTRATORS

(N = 25)

Item	Identical Response Agreement	Agreement within + or - One Response Point	Item	Identical Response Agreement	Agreement within + or - One Response Point
1	76	100	23	52	88
2	80	100	24	48	92
3	60	100	25	56	100
4	52	88	26	36	80
5	60	96	27	64	92
6	56	96	28	64	100
7	56	92	29	68	96
8	64	88	30	48	88
9	68	100	31	44	88
10	60	88	32	48	96
11	64	92	33	44	96
12	60	88	34	64	96
13	60	96	35	56	88
14	64	92	36	72	100
15	52	92	37	60	100
16	44	100	38	60	100
17	52	96	39	44	88
18	44	80	40	72	96
19	48	96	41	60	100
20	60	88	42	72	92
21	44	100	43	40	88
22	64	88	44	72	96

ed upon after consultation with Dr. T. Maguire, Division of Educational Research Services, University of Alberta, who recommended this approach. Massey (1973, pp. 74-75) used a similar procedure to secure reliability data on a scale designed to investigate viewpoints on current educational issues.

III. PILOT STUDY

The researcher undertook a pilot study in May and June, 1973 (Brown, 1974d). A 53 item Counsellor Role Questionnaire (CRQ) was sent to a randomly chosen sample of 150 CGCA members, their administrators and clients. Counsellors were asked to respond to the CRQ both in terms of what they were doing and in terms of what they judged they should be doing.

Returns were received from 49 CGCA members, 24 clients and 27 administrators, representing all provinces and most categories of membership in the Association. The bulk of the respondents were employed in educational institutions, and were professionally well prepared.

The most frequently reported counsellor activities were in the traditionally accepted areas of educational-vocational counselling. Most counsellors expressed a desire for a greater level of involvement in group counselling, research and public relations activities.

Counsellors were satisfied with their level of involvement on only approximately one quarter of the CRQ items. Further research, including a larger sample of the CGCA membership, and designed to identify the reasons for this lack of satisfaction, appeared warranted.

Comparison of counsellor, administrator and client responses indicated that there is conflict or lack of consensus regarding counsellor role. It was found that counsellors and administrators had the least number of interposition differences, whereas administrators and clients had most.

IV. PROCEDURES FOR DATA COLLECTION

Each CGCA member who was included in the random sample of 220 counsellors was mailed a packet in mid-April, 1974, containing the following materials:

1. A letter of introduction requesting his/her assistance in conducting the role study (Appendix E).
2. A booklet titled "Questionnaire Booklet for CGCA Member", and two IBM answer sheets (Appendix E).
3. A booklet titled "Questionnaire Booklet for the Client", and one IBM answer sheet (Appendix E).
4. A booklet titled "Questionnaire Booklet for Administrator", and one IBM answer sheet (Appendix E).
5. Three stamped, self-addressed envelopes.

The CGCA members, the clients, and the administrators were invited to respond according to the directions included in the letter

of introduction and the various booklets (Appendix E).

Specifically, the CGCA members were asked to complete the Counsellor Data Blank, and they were asked to respond to the Counsellor Role Questionnaire (CRQ) twice. First, the CGCA members were asked to respond to each Questionnaire item in terms of what they were actually doing. Then they were asked to respond to each item in terms of what they felt they should be doing.

The clients and administrators were asked by the CGCA members to complete the CRQ by indicating what they judged the counsellors should do.

In each case the respondents were asked to respond in terms of the frequency of activities, the categories being: Never, Rarely, Sometimes, Usually, and Always.

Although it was originally hoped to have the questionnnaires in the hands of the counsellors by the first week in April, a printing delay, followed by a postal strike, dictated that the materials were not to reach their destination until the first week in May.

Follow-up letters were mailed to those who did not respond to the initial request for assistance (Appendix J). The first reminder was mailed on May 15, followed by a second follow-up letter on May 30, 1974. The second letter specified which materials had not been returned, and a duplicate of this letter was also mailed, on June 15, to those who had not responded by that date.

In order to identify the types of counsellors who comprise the membership of Canadian Guidance and Counselling Association, a questionnaire was mailed during the first week in June, 1974, to all CGCA members, asking them to supply information regarding their current professional affiliation (for summary of results see Appendix D). This questionnaire was mailed out from the Head Office of CGCA in Toronto, by special arrangement.

In order to alert the CGCA membership to the importance of the study, and to encourage a good response, two articles were written and published in the CGCA Bulletin (Brown, 1974 b & c).

V. ANALYSIS OF THE DATA

There were two major objectives of the study. The first of these was the examination of counsellor role as perceived by clients, administrators and CGCA members, and the second was to attempt to clarify the current status of counselling in Canada. This section presents a description of the design of the study and outlines treatment procedures which were used, under the following headings:

A. Information on current status of counselling in Canada.

B. Comparison of present and preferred counsellor activities.

C. Information on role consensus.

D. Interposition consensus.

E. Intraposition consensus.

F. Intensity and direction.

A. Current Status of Counselling

The Counsellor Data Blank provided information on the counsellors and their work settings. This information is presented in terms of the frequency and percentage of counsellors within the various response categories indicated by the Data Blank.

The present role behaviour, what the counsellors actually do, was determined by responses on the Counsellor Role Questionnaire. The results are depicted as frequency and percentage of responses for each response category on each item. The results were simplified and made more clear by combining response categories to achieve a reduction to three categories of response. The Never and Rarely categories were combined as well as the Usually and Always categories. By combining the categories it was possible to note the direction of responses as being either positive (Usually-Always), negative (Rarely-Never) and neutral (Sometimes). In effect, the combination simplified the results by excluding relative degrees of intensity of responses in favour of more gross directional responses. This procedure was used by Greene (1967), Farrell (1968), and Merchant (1973).

When 60 per cent or more of the responses on an item fell in the Usually-Always response category, the activity was considered a "frequent" one. Alternatively, when 60 per cent or more of the responses on an item fell in the Rarely-Never response category, the activity was considered an "infrequent" one. Merchant (1973, p.69) labelled an activity "frequent" when two-thirds of the counsellor responses fell in the Usually-Always category, however it was thought

wise to lower the criterion to 60 per cent for the present study because the counsellors were a more heterogeneous group than those of Merchant.

B. Comparison of Present and Preferred Counsellor Activities

This comparison concerned the responses of the counsellors regarding what they actually did, and what they felt they should be doing.

A detailed examination of these responses provided information concerning the degree of congruency between what could be described as real and ideal counsellor behaviours. These comparisons were achieved according to the following procedures.

For each item in the Counsellor Role Questionnaire the responses appropriate to the counsellor DO (i.e., the counsellor's present functions) and SHOULD (the preferred functions) comparison were arranged into a five-by-five contingency table. The five columns represented the SHOULD responses and the five rows represented the DO responses. The cells of the five columns of the contingency table represented left to right were: Never, Rarely, Sometimes, Usually, Always. The cells of the five rows represented the same categories as indicated in the contingency table in Figure 1.

Therefore, in Figure 1, "X" number of counsellors judged that they should Always perform the activity in question, but also reported was the fact that the counsellors Rarely performed the activity.

To clarify the findings and to provide greater detail the results were examined by totalling the frequency and percentage of responses along the diagonal, and on either side of the diagonal. The diagonal responses (indicated by "d" in Figure 1) indicated agreement or congruency between what was being done and what it was felt should be done. The responses above the diagonal indicated lack of agreement in that the activity was being performed infrequently but it was felt by the counsellors that it should be performed more frequently. Responses below the diagonal indicated the opposite; that the activity was being performed often but the judgements were that it should be performed less often.

When 60 per cent or more of the responses on an item fell above the diagonal on the contingency table, the item was placed in the "lack of congruency-type 1" category.

When 60 per cent or more of the responses on an item fell below the diagonal on the contingency table, the item was placed in the "lack of congruency-type 2" category.

When 60 per cent or more of the responses fell along the diagonal on the contingency table, the item was placed in the "congruency" category.

SHOULD RESPONSES

DO RESPONSES	Never	Rarely	Sometimes	Usually	Always
Never	d				
Rarely		d			x
Sometimes			d		
Usually				d	
Always					d

Figure 1. Five-by-five contingency table indicating the frequency of counsellor DO and counsellor SHOULD responses on a single item.

Finally, since one of the findings of the pilot study was that there were a fairly large number of CRQ items which counsellors felt should be performed frequently but which were being performed infrequently (Brown, 1974d), it was deemed worthwhile to attempt to investigate this phenomenon in depth. Therefore space was provided on the CRQ for counsellors to indicate the reason(s) whenever they indicated that a function was being performed infrequently. All items which were categorized as "lack of congruency-type 1" according to the procedure outlined above were further analysed by noting and reporting the reasons for infrequent performance of these favoured activities.

C. Information on Role Consensus

The respondents' judgements on how frequently the behaviours indicated on the Questionnaire items should be performed provided the major data for role analysis.

Basic to the analysis of role in this study was the distinction between consensus among the three positions (interposition consensus) and consensus within the positions (intraposition consensus). The operational procedures for identifying each kind of consensus are described below.

D. Interposition Consensus

To measure the difference between the positions the chi square test for k independent samples was used. This test was applied to each item to identify significant differences between the distributions of the position responses.

Interposition consensus, or agreement, on an item was said to have occurred when there was no significant chi square value and intraposition consensus in each position was moderate to high ("moderate" and "high" intraposition consensus are defined in the next section).

On items indicating significant differences among the positions, paired comparisons were made to identify the nature of these differences. The paired comparisons were between the counsellor and client, the counsellor and administrator, and the client and administrator. As before, the chi square test was applied for each comparison. The five per cent level of significance was chosen as indicating differences or lack of consensus between the positions. This procedure was used by Merchant (1973) in his analysis of interposition consensus.

Further discussion and elaboration on analysis of the nature of interposition differences is presented in the final section of this chapter.

E. Intraposition Consensus

Although information concerning comparisons between the positions provides some insight into role consensus, the exact nature of these comparisons is unclear unless the consensus within each of the positions is considered. Merchant (1973, p.55) used two examples to clarify this point. He suggested considering two items that reveal a lack of significant difference (based on the chi square test) between the positions. The distribution of responses within the

positions in one case may fall in one particular category, indicating high consensus within each position. However, on the other item the intraposition responses may be evenly spread across the categories indicating very little agreement within each position. The latter case may be considered as "no disagreement" rather than agreement. The two types of consensus within the groups have different meanings. In one case, there is an emphatic agreement on one category whereas in the other case there is no agreement as to what should be done. Intraposition consensus adds considerably to the meaning that we attach to comparisons between positions.

Consensus, or degree of agreement, within the positions was established by examining the percentage of responses falling in the following three response categories: positive (combined responses in the Usually-Always categories), negative (combined responses in the Rarely-Never categories) and neutral (Sometimes category). As indicated above, these combined categories were used because they yield gross directional responses and thus provide a practical means of noting degrees of agreement within each position on each item. This procedure was used by Farrell (1968) and Merchant (1973) in studies of the role of the elementary school counsellor.

Three states of consensus were chosen for the present study according to the following response percentage ranges:

States of Consensus	Percentage Range of Response
High	78 - 100
Moderate	55 - 77
Low	33 - 54

F. Intensity and Direction

These terms were introduced by Gross (et al., 1958) to indicate how positions may differ. When respondents reply to how the incumbent should behave the responses may vary along two important dimensions. On a particular item one respondent may indicate that the counsellor should Never perform the stated behaviour, whereas another respondent may feel that the activity should Always be performed. The two choices are clearly in opposite directions.

Two other respondents may agree in direction for a behaviour but one may reply that the counsellor should Never perform the behaviour while the other takes a less extreme view and feels that the behaviour should be performed only Rarely. Never implies definite prohibitions whereas Rarely is more lenient. In this case, the respondents' disagreements are due to the intensity of their responses.

Direction therefore refers to expectations that are either for or against the activity being performed. Intensity, alternatively, refers to expectations that may be placed along a continuum of mandatory (Never, Always), permissive (Sometimes) or preferential (Usually, Rarely) behaviours.

The following procedures were used to determine whether differences among the positions reflected differences in direction or intensity of responses. The chi square test was applied to the response frequencies for the counsellor-client, counsellor-administrator and client-administrator pairs. Items for which the probability

of the chi square value was beyond the five per cent level of significance were noted. Frequencies in the response categories Always and Usually were then combined, as were the Rarely and Never categories. The chi square value for each of the significant items was then recomputed, and any significant chi squares were then interpreted to reflect differences in direction. Those items which did not show significant chi square differences after the recomputation on combined response categories were interpreted to reflect differences in intensity. This procedure was used by Gross (et al, 1958). Farrell (1968) and Merchant (1973).

The purpose of this chapter was to define the population, describe the sampling procedures, outline the administration procedures, and describe the methods used for data analysis. The next chapter presents results and their discussion.

CHAPTER IV

RESULTS AND DISCUSSION

I. ORGANIZATION OF THE CHAPTER

This chapter is organized into four main sections. Following this introductory section, there is a presentation of information from the Counsellor Data Blank, which provided data on various characteristics of the CGCA members, their work settings, their training, and their professional affiliation.

The third section includes a presentation of the CGCA members' present activities (role behaviour), and a comparison of the present activities with what the counsellors felt they should be doing (role conception).

The fourth and final section focuses entirely on the role analysis by presenting data concerning the expectations held by CGCA members, clients and administrators for the counsellors' role behaviour.

Because of the length of the various sections, and the great mass of data included therein, it was decided to comment on the findings at the conclusion of each section.

II. INFORMATION ON THE COUNSELLORS AND THE COUNSELLORS' WORK SETTINGS

A. Results

As stated above, questionnaires were mailed to 220 CGCA members, who in turn were requested to ask their administrator and client to also respond to the CRQ. Completed questionnaires were returned by 147 CGCA members, 95 clients, and 101 administrators. Nineteen questionnaires were returned not completed by the CGCA members. One of these members was deceased, one had moved and left no forwarding address, and seventeen asked to be excluded from the sample, stating as the reason that they were not actively involved in counselling.

A breakdown by province showing the total CGCA membership, number included in the sample, and respondent returns, is presented in Table 2. The nineteen counsellors who asked to be excluded from the study were subtracted from the number of CGCA members included in the sample to arrive at the figures listed in Table 2 under the heading "Potential Number of Respondents - Counsellor." Thirty-three counsellors reported that they would not ask an administrator and a client to participate in the study, for reasons which are itemized elsewhere in this section.

Highlights of the responses of the CGCA members on the Counsellor Data Blank are presented below. The complete results are printed on the sample Counsellor Data Blank included in Appendix E, p. 151.

Sixty-nine per cent of the 147 CGCA members were male, and 70 per

TABLE 2
CGCA MEMBERSHIP, NUMBER OF COUNSELLORS INCLUDED IN SAMPLE, AND RESPONDENT RETURNS BY PROVINCE

Province	No. of CGCA Members	No. included in sample	Respondent Returns for Instruments								
			Counsellor			Client			Administrator		
			Potential No. of Respondents	No. of Respondents	Percentage Return	Potential No. of Respondents	No. of Respondents	Percentage Return	Potential No. of Respondents	No. of Respondents	Percentage Return
Alberta	171	45	40[a]	30	75	33[b]	20	61	33[b]	21	64
Brit.Columbia	136	35	32	19	59	30	10	33	30	13	43
Manitobia	81	21	19	15	79	14	6	43	14	8	57
New Brunswick	20	6	6	3	50	5	0	0	5	0	0
Newfoundland	18	5	4	4	100	4	3	75	4	3	75
Nova Scotia	27	7	7	4	57	5	3	60	4	3	60
Prince Edward Island	7	2	2	2	100	2	2	100	2	2	100
Ontario	249	65	60	49	82	51	33	65	52	39	75
Quebec	107	28	25	17	68	21	16	76	18	12	67
Saskatchewan	20	6	6	4	67	3	2	67	4	3	75
Totals	836	220	201	147	73.1	168	95	56.5	166	104	62.7

[a] Potential No. of Respondents (Couns.)= No. included in sample less those who asked to be excluded.

[b] Potential No. of Respondents (Cl. and Admin.) = No. of Respondents (Coun.) - No. of Coun. who refused to ask Cl. and Admin. to participate

cent were between the ages of 25 and 44, with none falling below that age range.

1. Work Setting

Sixty-five per cent of the CGCA members listed secondary school as the educational level of the bulk of their clients. The remainder were split almost evenly among elementary school, college, and adults of varying levels of education. As would be expected from the above, the largest single age group of clients was 16 - 18 years, with 58 per cent of the counsellors reporting clients in this age range.

Fifty-two per cent of the CGCA members were engaged full time in counselling, and just over half of these were full time secondary school counsellors. The remaining forty-eight per cent combined counselling with teaching, administration, or other duties.

In all, 13 per cent of the counsellor respondents had some involvement in elementary school counselling, 55 per cent were involved at least part time in secondary school counselling, 20 per cent were involved in teaching, and an identical number in administration. Details of the number of schools and the size of school populations served are printed on the Counsellor Data Blank in Appendix E, p. 152.

Thirty-five per cent listed other professional involvements, the major categories of which were college and university counselling, junior high counselling, counsellor educators, and counselling in some type of agency setting.

Four counsellors were engaged in private practice, and only one respondent was unemployed.

2. Experience

Almost two-thirds of the CGCA members had served in their present position for four years or more. Previous experience included teaching for 77 per cent of the respondents, and administration for 33 per cent.

3. Professional Preparation

Sixty-five per cent of the respondents held a master's degree, graduate level diploma, or doctorate, however only one-third had completed a thesis. The most prevalent degree was the M.Ed., which was held by 37 per cent of the counsellors (see Table 3).

Thirty-one per cent of the CGCA members held a bachelor's degree only, and approximately half of these (mainly from Ontario) reported possession of a guidance specialist certificate from their provincial department of education. Since the Counsellor Data Blank only asked for "degrees and diplomas", many others may not have listed certificates, so this figure may be misleadingly low. Only three respondents held no university degree, and one of these reported possession of a guidance specialist certificate from the provincial department of education.

Fifty-two per cent of the CGCA members had completed course work for university credit beyond the level of the highest degree they had received.

TABLE 3

PROFESSIONAL PREPARATION OF CGCA MEMBERS

Name of Degree or Diploma	Frequency	Per Cent
Bachelor's	46	31
Master's	73	50
Grad. Diploma	11	7
Doctorate	12	8
Other	5	3
Total	147	100

Note: For more detailed information, see Appendix E, item 10, p. 152.

To obtain more information of the specific nature of the counsellor's training, respondents were asked to indicate the courses they had taken. Titles of 25 courses commonly offered in counsellor educator programs were listed, and respondents were asked to tick courses which they had completed for university credit, and to specify any additional courses not already listed.

The six courses which were completed by most CGCA members ranked by order of decreasing prevalence, were: general psychology, principles of guidance, counselling theory, statistics and/or research design, educational psychology, and child and adolescent psychology.

The six courses which were completed by the least number of counsellors, ranked by order of decreasing prevalence, were: mental hygiene, psychology of exceptional children, community resources, school administration, clinical psychology and remedial reading.

Respondents listed a total of 37 additional courses not included in the Counsellor Data Blank, however only social psychology, which was completed by 7 respondents, had more than one or two enrollments.

The complete details of the number and percentages of CGCA members who enrolled in the various courses both for university credit and otherwise are printed on the sample Counsellor Data Blank included in Appendix E, pp. 153-154.

Eighty-four per cent of the CGCA members had completed a practicum, and 22 per cent had completed an internship. Length of practicum and internship for the respondents who supplied this information is supplied in Table 4.

4. Professional Affiliation

Eighty-seven per cent of the CGCA members were members of their respective provincial guidance and/or counselling associations, 14 per cent were members of their provincial psychological association, 10 per cent were members of Canadian Psychological Association, and 20 per cent were members of APGA. Forty-one per cent listed membership in 44 separate regional and national associations and organizations of a professional and educational nature, however only Canadian University Counselling Association, with 7 members, and the corporation of Vocational Guidance Counsellors of Quebec, with 5 members, had more than one or two members in total.

5. Reasons for Non-Involvement of Clients and Administrators

As noted above, thirty-three of the counsellor respondents refused to ask a client and administrator to complete the CRQ.

Ten counsellors felt that their clients would not be able to complete the CRQ, either because they were too young (elementary school children) or because of low ability (educable mentally retarded). Four counsellors were administrators, four were consultants, and six more stated that they were not presently counselling. Two respondents said that they were counsellor educators and had no clients, two said

TABLE 4

FREQUENCY AND PERCENTAGE OF COUNSELLORS BY LENGTH OF PRACTICUM AND INTERNSHIP

Length (months)	Practicum		Internship	
	Frequency	Per Cent	Frequency	Per Cent
0 (no involvement)	23	16	114	78
1 - 3	35	24	6	4
4 - 6	23	16	2	1
7 - 9	31	21	7	5
10 and above	23	16	18	12
Length Not Reported	12	8	0	0
Totals	147	100	147	100

that there were no students present at this time of year at their institutions, and five gave no reason for not asking a client to respond.

Reasons for not asking an administrator were somewhat similar. The four administrators referred to above were the senior administrator in their institution, the six respondents who were not actively involved in counselling felt that it would not be meaningful to have their administrator react to the CRQ, and four counsellor educators reported that they were not directly responsible to an administrator in the usual sense of the term.

Three respondents refused to ask their administrator because he was too busy, five were in private practice, one had an administrator who did not speak English, four reported that they were only indirectly supervised by an administrator, and one respondent was supervised by another CCCA member who was also included in the sample.

Two counsellors reported that their administrator was not presently available, and three gave no reason for not asking an administrator to respond.

A final section of the Counsellor Data Blank dealt with additional functions and responsibilities not included in the CRQ, and these will be listed in the next section of this chapter.

TABLE 5

FREQUENCY AND PERCENTAGE OF CGCA MEMBERS AND COUNSELLOR RESPONDENTS BY PROVINCE

Province	CGCA Membership		Counsellor Respondents	
	Frequency	Per Cent	Frequency	Per Cent
Alberta	171	20	30	20
British Columbia	136	16	19	13
Manitoba	81	10	15	10
New Brunswick	20	2	3	2
Newfoundland	18	2	4	3
Nova Scotia	27	3	4	3
Prince Edward Island	7	1	2	1
Ontario	249	30	49	33
Quebec	107	13	17	12
Saskatchewan	20	2	4	3
Total	836	100	147	100

study were involved at least part time in school counselling compares favourably with the figure of 61 per cent, reported in Appendix D, for school counsellors and related personnel.

The counsellors in the present study were experienced personnel. Almost all had counselled previously, and two-thirds had occupied their present position for four years or more. They would therefore have had time to formulate definite opinions regarding counsellor role based on sound experience. The fact that 77 per cent included teaching in their previous experience is an interesting finding, in view of the past controversy concerning the necessity of teaching experience for counselling personnel.

Arbuckle (1967) has taken a position which opposes teacher training and experience as a mandatory requirement for counsellors, stating that there is no empirical evidence to support the argument that being a teacher makes one a more effective counsellor. Alternatively, Kell (1961), Paterson (1970c), and Rosecrance and Hayden (1960) have supported the desirability of teaching experience for counsellors.

The present results indicate that the issue may eventually prove to be an academic one, because of the high percentage of counsellors who reported previous teaching experience; a viewpoint supported by Merchant (1973), who reported that 85 per cent of the respondents in his survey of Canadian elementary school counsellors had a teaching background.

The CGCA members were professionally well prepared, as indicated by the fact that two-thirds possessed a Master's degree, with heavy specialization in counselling courses, and the vast majority had completed a supervised practicum in counselling. It would appear that an internship is not a popular choice for Canadian counsellors at this point in time.

In addition, it is encouraging that slightly over half of these counsellors had not stopped taking courses when they achieved their highest degree, but had continued their professional preparation beyond that point.

The relatively high percentage of respondents who held membership in professional associations other than CGCA created an image of high professional interest and concern.

The reasons for non-involvement of some clients and administrators appeared legitimate particularly in the case of the elementary counsellors. It was very difficult to construct a questionnaire which would serve well for all counsellors in all settings, and the researcher feels that, of all the CGCA membership, the CRQ was least applicable for elementary school counsellors.

The next section concerns the counsellor respondent's role behaviour - what functions and responsibilities he actually engages in. This is followed by a comparison with what counsellors actually felt they should do - their role conceptions.

III. INFORMATION ON COUNSELLOR ROLE BEHAVIOUR AND ROLE CONCEPTION

A. Counsellor Role Behaviour

1. Results

The Counsellor Role Questionnaire was the primary data source for counsellor role behaviour. The complete results may be found in Appendix D. To simplify the analysis and to reveal the general direction of responses the five response categories (Never, Rarely, Sometimes, Usually, Always) were combined into three. The Never-Rarely combination indicated a negative direction; Usually-Always depicted a positive direction and the Sometimes category remained a neutral choice.

When over 60 per cent of the counsellor responses were in a particular response category (Never-Rarely; Sometimes; Usually-Always) that item was chosen as a "highlight" for presentation and discussion here.

When 60 per cent or more of the responses on a particular item fell in the Usually-Always response category, the activity was considered a "frequent" one. "Infrequent" activities referred to items where at least 60 per cent of the counsellors' responses were in the Never-Rarely response category.

There were just four "frequent" activities, as follows:

Item Number	Item
1	Provide counselling for clients who have educational-vocational problems.

Item Number	Item
2	Provide counselling for clients who have social-psychological problems.
3	Provide counselling for clients who have personal-psychological problems.
25	Provide educational-vocational information to clients.

Items 8,22,34,35,36, and 41 were classed as "infrequent" on the basis of the criteria outlined above. CGCA members tended not to provide counselling for clients who have legal problems. Use of interview summaries outside the counsellor's office was rejected by the bulk of the counsellors. Public relations activities such as interpreting counselling services to the public, members of other helping professions, and community helping agencies, were infrequently engaged in. Counsellors tended not to take major responsibility for counselling research, nor to assist with such research. Finally, the respondents infrequently arranged interviews with potential employers, even when clients desired this service.

2. Discussion

The information yielded regarding present activities of respondents indicated that their most frequent activities were in the traditionally accepted areas of educational-vocational and personal-social psychological problems. It is interesting to note that even though statistics and research design placed fourth in the list of six most prevalent courses taken by the respondents in their training,

nevertheless research involvement was an infrequent activity. Research is discussed at greater length in the next section of this chapter.

One would have expected a greater degree of involvement in public relations types of activities, in view of the attention which the topic has received in various professional journals (Fobert, 1973; Harvey, 1971; Huff, 1968; Knicely, 1971; Nichols, 1971; and Paterson, 1970d).

It was not surprising that CGCA members did not use notes of counselling interviews outside their offices, because many of them indicated that they would view this practice as a serious breach of professional ethics, and experienced no demand for this information (see Appendix E, Part IV).

The bulk of those who commented on why they did not arrange employment interviews reported lack of demand and time. Others reported that Canada Manpower offices handled these requests, and that clients should take responsibility for this themselves.

Lack of demand, followed by lack of training, were the main reasons why few respondents counselled those clients who have legal problems. Many counsellors indicated that they would refer these clients.

In order to better understand the meaning of these results, it was necessary to analyze the data concerning what counsellors felt

they SHOULD DO (i.e. their role concept), and to compare this data with that which has been presented above.

B. Comparison of Role Performance and Role Concept.

1. Results

A comparison of counsellor role performance and role concept was achieved by comparing the counsellors' CRQ responses under two conditions. Firstly, the counsellors responded in terms of what they were actually doing at present, and then in terms of what they thought should be doing.

The counsellor DO (role performance) and SHOULD (role conception) responses were cross-referenced into a five-by-five contingency table for each item. The five columns of the table represented the SHOULD responses and the five rows represented the DO responses.

Responses which fell along the diagonal of this table were judged to indicate congruency, in that the counsellor was performing that item as often as he felt he should be performing it. Responses which fell above the diagonal indicated that the counsellor felt the item should be performed frequently, but that he was in fact performing this function infrequently. Responses which fell below the diagonal indicated that the opposite was the case.

The results were examined by computing the frequency and percentage of responses along the diagonal, and on either side of the

diagonal (for complete results, see Appendix 1). Responses on questionnaire items were then classified as indicating:

a. "Lack of congruency", meaning that there was a discrepancy between what the counsellors were doing, and what they judged they should be doing. There were two possible types:

(i) A discrepancy could exist when activities were presently being engaged in infrequently, but the counsellors felt that they should be engaged in more frequently. When 60 per cent or more of the responses were above the diagonal on the contingency table, the item was placed in this "lack of congruency" category.

(ii) A discrepancy could exist when activities were presently being engaged in frequently, but the counsellors felt they should be performed infrequently. When 60 per cent or more of the responses were below the diagonal on the contingency table, the item was placed in this "lack of congruency" category.

b. "Congruency", meaning that there was agreement between what the counsellors were doing and what they judged they should be doing. When 60 per cent or more of the responses fell along the diagonal the item was placed in the "congruency" category.

a. Results: Lack of congruency

When the data were analyzed as described above, 8 items

were identified as falling above the diagonal, indicating that counsellors were performing these activities infrequently, but judged that they should be performed more frequently (Table 6).

Items on which there was "lack of congruency - type (i)" were clustered in the areas of group methods, consultation with other counsellors, public relations activities, and research.

No items were identified for which counsellors felt they were carrying out activities more frequently than they should have (i.e. "lack of congruency - type (ii)").

b. Results: Congruency

Only two items (1, 25) were identified as indicating congruency on the basis of having 60 per cent of the CGCA members' responses fall along the diagonal of the contingency tables referred to above. These items dealt with providing information and counselling for clients who have educational-vocational problems, and counsellors responded that they should be performing these functions frequently, and that they were in fact doing so.

2. Discussion

The fact that the CGCA members were satisfied with the frequency of their performance of functions in the educational-vocational area is not surprising, in view of the high percentage of counsellors in CGCA generally who are working in educational settings (Appendix D), and the large proportion of the present sample who are similarly engaged (Counsellor Data Blank, Appendix E).

TABLE 6

FUNCTIONS WHICH COUNSELLORS FELT SHOULD BE PERFORMED FREQUENTLY, BUT WHICH WERE BEING PERFORMED INFREQUENTLY

Item Number	Function	Per Cent of Responses
9	Conduct group dynamics sessions so that individuals may better understand the way groups operate and their own role in groups	73
10	Conduct group counselling sessions for clients with similar problems	76
11	Conduct groups of a didactic or instructional nature which focus on a particular area of human concern	70
30	Work in a consulting relationship with counsellors in other settings	64
34	Interpret counselling services to the public through speeches, talks, seminars, etc.	67
35	Interpret counselling services to members of other helping professions and community helping agencies through workshops, talks, seminars, etc.	69
36	Assume major responsibility for conducting a program of counselling research of an evaluative or other type.	67
37	Assist with but not assume major responsibility for, a program of counselling research of an evaluative or other type.	64
39	Assume major responsibility for a follow-up study with all clients who have terminated the counselling relationship.	69

One is left to speculate why the CGCA members who responded to the CRQ are not performing functions such as group methods, consultation with other counsellors, public relations activities and research as often as they would prefer to. Are CGCA members not engaged in these preferred activities because of lack of adequate training, lack of time, or for other masons?

Group methods and techniques have only become widely publicized during the past ten years, as society has turned its attention to encounter groups, marathons, and other aspects of the human potential movement. Since two-thirds of the respondents were over 35 years of age (Counsellor Data Blank, Appendix E), it might be reasoned that many of these counsellors had completed their training before the great emphasis on groups had emerged, yet 57 per cent of the sample had completed graduate level courses in group counselling and/or group dynamics, 53 per cent had completed courses in group guidance, and 35 per cent had completed courses in human relations (not counting those who completed undergraduate courses, and courses without university credit).

A check of responses to part IV of the questionnaire (Appendix E) indicates that lack of time was the principal reason why counsellors do not hold groups for 27 per cent of the respondents, followed by lack of demand and training. Other reasons were the difficulty of scheduling groups, and the fact that they are forbidden by some school boards.

CGCA members apparently do not consult with colleagues as often as they would wish because of lack of demand and time (Appendix E, Part IV). Another reason was that in some areas there were few, if any, other counsellors to refer clients to or consult with.

For the remainder of the items listed in Table 6 (Numbers 34-37, 39) the principal reasons for low involvement were lack of demand and time (Appendix E, Part IV). Item 36, which referred to research involvement, had a higher frequency of responses for lack of training and experience than did the other items listed above. At first glance this is surprising, because fully 70 per cent of the sample had completed statistics and/or research design for graduate credit.

However, completing such a course is not the same thing as actual research experience through involvement, and only one-third of the respondents had actually completed a thesis. These findings support the argument that actual experiential involvement in research is necessary if counsellors in training are to be inspired and feel adequate to continue research after graduation.

Another possibility is that the administrators under which these counsellors worked did not favour research involvement, as reported by Brown (1974d). This matter will be explored further in Part IV of this chapter.

There was congruency between role performance and role conception on only two very traditionall accepted functions; providing information and counselling for clients who have educational-vocational problems.

Although the sixty per cent criterion for lack of congruency outlined above was met for just eight items (Table 5), an examination of the data presented in Appendix L indicates that the dissatisfaction was mainly a function of counsellors wanting increased involvement in the functions listed in the CRQ.

Examination of the response patterns in Part IV, Appendix E, suggests that lack of demand and time were the principal reasons why counsellors were not more involved in the bulk of these preferred activities.

Additional functions and responsibilities which were not listed in the Counsellor Role Questionnaire are itemized and discussed in the next section.

C. Additional Functions and Responsibilities

In this section a summary is presented of the replies to the two "open ended" questions in the Counsellor Data Blank which asked counsellors to write in any functions and responsibilities

not already included in the CRQ which they were asked to perform, and which the counsellors (i) felt restricted their usefullness, and (ii) considered vital to their counselling.

As in the Brown (1974d) study, the bulk of functions which CGCA members felt restricted their usefullness centered in the area of routine clerical duties, such as time-tabling, credit-counting, and registration of new students. The CGCA members were aware that somebody has to perform these functions under the "credit system", but questioned the wisdom of having a trained counsellor perform them. Other clerical functions were school record keeping, such as ensuring that cumulative record folders were up-to-date, checking university and other application forms, giving out transcripts, and administering psychological tests.

Another area of concern for CGCA members was the supervision of halls, cafeteria, attendance checking, and teaching part time. Although one or two of the counsellors felt that checking absentees was also useful in that it helped make contact with students, the majority felt that this function was not a legitimate one for a counsellor.

-Attendance at meetings of various committees, such as the "commencement committee", and various administrative and departmental meetings was a final area of concern.

CGCA members also listed some frustrations which really

could not be considered functions, but are nevertheless worthy of note. These included poor facilities, small budget, non-availability of specialists for referral, outside agencies with inadequate staff, lack of time, responsibility for too many schools and students, and poor attitude of the administration toward some types of counselling, notably group methods.

Functions which the CGCA members listed as vitally important included family counselling, consulting with teachers and various support staff, counselling students regarding subject choice, curriculum development, involvement in extra-curricular functions, conducting parent seminars, and teacher-student counselling.

It is interesting to note that some functions which were considered to be restrictions by some of the CGCA members were considered to be vital functions by others, in many cases because of the student-counsellor contact they afforded. Examples of these were the coaching of athletic teams, and helping out with extra-curricular activities generally, teaching, serving on inter-agency committees, helping students with post-secondary application forms, public relations activities, inservice training, helping to place students in appropriate classes, student registration and orientation, and even timetabling. One secondary school counsellor felt that involvement in school programming and evaluation was the only way to prevent some of the problems which he must presently handle.

Some of the vital functions listed were quite progressive

One elementary counsellor mentioned preparing case histories of clients for the consulting psychiatrist, and collecting school information on children being referred to outside agencies. Counselling of parents was stressed by elementary counsellors, as well as consulting with teachers and principals regarding their role in client adjustment or maladjustment.

Part IV of this chapter outlines the various expectations of counsellor role held by clients, administrators and the CGCA members themselves.

IV. ROLE ANALYSIS: A PRESENTATION OF EXPECTATIONS FOR COUNSELLOR ROLE BEHAVIOUR

The task in this part of the study was to examine whether or not there were signicant differences in the way CGCA members, clients and administrators expected the counsellor to perform the functions listed in the CRQ.

The results will be reported under the headings intraposition consensus, interposition differences, and interposition consensus.

A. Intraposition Consensus

As a preliminary to comparing the positions of CGCA members, clients and administrators, the consensus within each of these positions was considered. Degree of agreement within the positions was established by examining the percentage of responses falling in the following three categories: positive (combined responses in the

Usually-Always categories) negative (combined responses in the Rarely-Never categories) and neutral (Sometimes category). This procedure was used by Farrell (1968) and Merchant (1973) as a practical means of noting degrees of agreement within each position on each item.

Three states of consensus were chosen according to the following response percentage ranges:

States of Consensus	Percentage Range of Responses
High	78-100
Moderate	55-77
Low	33-54

1. Results

Variation among each of the positions for the three states of consenus is presented in Table 7, which is based on the more detailed information supplied in Appendix K.

TABLE 7

NUMBER OF CRQ ITEMS FOR EACH STATE OF INTRAPOSITION CONSENSUS FOR COUNSELLORS, CLIENTS AND ADMINISTRATORS

Group	No.of Respondents	State of Intraposition Consensus		
		High	Moderate	Low
CGCA members	147	6	15	23
Clients	95	5	10	29
Administrators	101	6	17	21

Inspection of the data indicates that, of the three positions, only administrators had either high or moderate consensus on more than half of the CRQ items.

CGCA members and clients had low intraposition consensus on 53 per cent and 66 per cent, respectively, of the CRQ items. Administrators had low intraposition consensus on 48 per cent of the CRQ items.

There was high consensus for each group on less than 15 per cent of the items.

Intraposition consensus was most similar for CGCA members and administrators, with least intraposition consensus shown by clients.

2. Discussion

When counsellor role concept and role expectation were compared, the most striking initial impression was the lack of consensus about what CGCA members should be doing. Brown (1974d) and Merchant (1973) reported similar findings and also reported low consensus even when responses for relatively homogeneous groups of counsellors were compared.

It would appear from these results that individual CGCA members, clients, and administrators hold differing expectations for counsellor role.

Findings concerning the various differences which exist among the positions on expectations for counsellor role behaviour are presented in the next section.

B. Interposition Differences

To measure the differences between response frequencies for counsellors, clients and administrators, the chi square test for k independent samples was used. The five per cent level of significance was chosen as indicating differences or lack of consensus between positions.

1. Results

When response frequencies were compared for the counsellor-client, counsellor-administrator, and client-administrator pairs, the CGCA members and administrators were found to have the least number of significant differences (6 items). CGCA members and clients differed on 13 items, whereas clients and administrators differed on 14 items.

These differences may be labelled either "intensity" or "direction" differences (Gross, et al., 1958). An example of a "direction" difference would be a case in which one respondent on a particular item indicates that the counsellor should never perform a stated behaviour, whereas another respondent may feel that the activity should always be performed. The two choices are in opposite directions.

An example of an "intensity" difference would be a case in which the two respondents agree in point of direction for a particular function, but one may reply that the counsellor should never perform the function, while the other may take a less extreme view and indicate that the behaviour should be performed only rarely.

Since "direction" refers to expectations that are either for or against an activity being performed, these differences are viewed as being of a more "serious" nature.

The procedure used in determining whether differences among the positions reflected differences in direction or intensity of responses is outlined in Chapter III, section V, and will not be repeated here.

The specific items on which persons occupying the various positions differed, and the type of difference, are presented in Tables 8-10. A more complete presentation of results may be found in Appendix M.

2. Discussion

Comparison of responses for CGCA members, administrators and clients indicates that there were less clear-cut interposition differences between counsellors and administrators than there were between counsellors and clients or administrators and clients (Tables 8-10). CGCA members had twice as many differences with their clients as they did with their administrators.

TABLE 8

TYPES OF INTERPOSITION DIFFERENCES FOR COUNSELLORS AND ADMINISTRATORS WITH PER CENT REPLY BY RESPONSE CATEGORY

Item Number	Functions	Type of Difference	Per Cent A	B	C
7	Provide counselling for clients who have financial and employment problems	D	27 12	31 27	42 61
17	Record the results of psychological testing in a file	D	61 44	18 24	22 33
19	Interview relatives, instructors, or employers of the client, with his (her) permission	I	16 14	36 36	48 51
25	Provide educational-vocational information to clients	D	5 1	16 6	80 93
26	Refer clients with specific problems to other professionals.	D	5 2	24 13	71 85
32	Work in consulting relationships with client's relatives, instructors, or employers, with his (her) permission	I	13 8	23 35	64 57

Note: A refers to Never-Rarely; B Refers to Sometimes; C refers to Usually-Always. The upper row of numbers for each item refers to percentage of counsellors who responded counsellor SHOULD. The lower row refers to the percentage of administrators who responded counsellor SHOULD.

D refers to differences in direction of response.
I refers to differences in intensity of response.

It should also be noted that CGCA members and clients had by far the greatest percentage of "directional" differences. Eighty-five per cent of the counsellor-client differences were differences in directionality of response, versus 67 per cent for counsellor-administrator differences, and 64 per cent for client-administrator differences.

The positions of counsellor and administrator were therefore in closer agreement with less differences than were counsellors and clients, and the differences between counsellors and clients were also of a more serious nature.

In almost all cases of counsellor-administrator differences, administrators indicated that they felt the CGCA members should perform various functions and responsibilities more frequently than the counsellors did. These functions clustered in the areas of counselling for financial and employment problems, record keeping, interviewing client's relatives, instructors or employers (with client permission), providing educational-vocational information to clients, and referral of clients to other professionals.

The lone exception was item 32, dealing with counsellor consultation with client's relatives, instructors, or employers. CGCA members tended to accept this role for themselves more readily than administrators did.

The question raised above in section III of this chapter regarding whether or not administrators favoured counsellor involvement in research activities receives no definitive answer as a result of the present survey. Whereas Brown (1974d) reported that administrators did not favour such counsellor involvement, a similar trend was evident in the present data (see items 36 & 37, Appendix K), however no statistically significant differences existed (see Appendix M).

TABLE 9

TYPES OF INTERPOSITION DIFFERENCES FOR COUNSELLORS AND CLIENTS WITH PER CENT REPLY BY RESPONSE CATEGORY

Item Number	Functions	Type of Differences.	Per Cent A	B	C
5	Provide counselling for clients who have moral and religious problems	I	25 36	31 30	45 35
10	Conduct group counselling sessions for clients with similar problems	D	11 27	34 28	55 44
13	Assist with, but not assume major responsibility for, a psychological testing program	D	37 20	31 27	33 53
15	Use results of psychological tests administered by others	D	13 34	31 30	56 37
17	Record the results of psychological testing in file	D	61 35	18 21	22 44

TABLE 9 (continued)

Item Number	Functions	Type of Differences	Per Cent A	B	C
22	Record notes of counselling interviews with clients for use outside counsellor's office.	D	69 86	19 10	12 4
25	Provide educational-vocational information to clients	I	5 2	16 13	80 85
26	Refer clients with specific problems to other professionals (such as psychologists, speech therapists, psychiatrists, etc.)	D	5 8	24 10	71 82
27	Refer clients with specific problems to community agencies	D	5 20	29 33	66 47
28	Refer clients with specific problems to other counsellors	D	12 30	49 36	39 35
32	Work in consulting relationships with client's relatives, instructors, or employers, with his (her) permission	D	13 22	23 40	64 38
38	Apply results of counselling research done by others to own counselling practice	D	2 15	32 42	66 43
43	Arrange for educational placement (i.e. enrollment in specific courses in specific institutions) for clients desiring this service	D	30 22	32 23	38 55

Note: A refers to Never Rarely; B refers to Sometimes; C refers to Usually-Always. The upper row of numbers for each item refers to percentage of counsellors who responded counsellor SHOULD. The lower row refers to the percentage of clients who responded counsellor SHOULD.

D refers to differences in direction of response.
I refers to differences in intensity of response.

TABLE 10

TYPES OF INTERPOSITION DIFFERENCES FOR CLIENTS AND ADMINISTRATORS WITH PER CENT REPLY BY RESPONSE CATEGORY

Item Number	Functions	Types of Differences	Per Cent A	B	C
2	Provide counselling for clients who have social-psychological problems	D	8 1	19 24	73 75
6	Provide counselling for clients who have health and physical development problems	D	38 22	24 39	38 40
12	Assume major responsibility for a psychological testing program	D	42 40	30 13	28 48
15	Use results of psychological tests administered by others	D	34 8	30 36	37 56
17	Record the results of psychological testing in a file	I	35 44	21 24	44 33
19	Interview relatives, instructors, or employers of the client, with his (her) permission	I	14 14	45 36	41 51
22	Record notes of counselling for use outside the counsellors office	D	86 60	10 24	4 16
25	Provide educational-vocational information to clients	I	2 1	13 6	85 93
26	Refer clients with specific problems to other professionals	I	8 2	10 13	82 85
27	Refer clients with specific problems to community agencies	D	20 3	33 29	47 68
28	Refer clients with specific problems to other counsellors	D	30 13	36 55	35 32

TABLE 10 (continued)

Item Number	Functions	Type of Differences	Per Cent A	B	C
32	Work in consulting relationships with client's relatives, instructors or employers; with his (her) permission	D	22 8	40 35	38 57
38	Apply results of counselling research done by others to own counselling practice	D	15 2	42 34	43 64
43	Arrange for educational placement (i.e. enrollment in specific courses in specific institutions) for clients desiring this service	I	22 32	23 29	55 40

Note: A refers to Never-Rarely; B refers to Sometimes; C refers Usually-Always. The upper row of numbers for each item refers to percentage of clients who responded counsellor SHOULD. The lower row refers to the percentage of administrators who responded counsellor SHOULD.

D refers to differences in direction of response.
I refers to differences in intensity of response.

Inspection of the counsellor-client differences (Table 9) indicates that there are important differences in the way in which the two groups view counsellor role. CGCA members favoured the provision of counselling for clients with moral and religious problems, and holding group counselling sessions for clients with similar problems more so than did their clients.

It may be that clients see moral and religious problems as an area to be discussed with their religious leaders, rather than a counsellor or psychologist. The fact that less than half of the clients favoured group counselling may be a fear reaction, as it is the impression of this observer that many individuals have been seared by the publicity given to the sensational, often undesirable aspects of confrontation groups, weekend marathons, and encounter experiences in general.

As far as testing is concerned (Items 13, 15 and 17, Table 9) CGCA members favoured using results of tests which had been administered by others, whereas clients favoured more active counsellor involvement.

Clients were more adamantly opposed to use of counselling interview notes outside the counsellor's office, than were CGCA members themselves.

Clients favoured provision of educational-vocational information to clients moreso than did CGCA members, but the difference, though significant, was slight. Clients also felt that counsellors should arrange educational placement for them moreso than CGCA members did.

Clients favoured referral to other professionals such as psychologists, speech therapists, and psychiatrists, as opposed to other counsellors and community agencies. Apparently, having

made their own choice of counsellor and agency, they expected to be helped, not referred.

Finally, an examination of the data presented in Table 9 indicates that when clients and administrators differed, it was almost always because administrators felt the counsellor should perform tasks more frequently than the clients did. The only exceptions were recording test results in a file, and arranging educational placement, which were favoured more by clients than administrators.

Findings regarding interposition consensus among counsellors, clients and administrators regarding counsellor role expectations are presented in the next section.

C. Interposition Consensus

1. Results

There were 8 items on which there were no significant chi square values and intraposition consensus in each position was moderate to high (Table 11). For purposes of this survey, these items were considered to be ones on which consensus had been reached.

For an additional 18 items, there were no significant differences between the positions, but consensus within the positions was low to moderate. In this case, there is no consensus as to what functions should be performed by counsellors, and the results may be more accurately termed "no disagreement", as opposed to "agreement."

TABLE 11

CRQ ITEMS WITH NO SIGNIFICANT INTERPOSITION DIFFERENCES, AND HAVING MODERATE TO HIGH INTRAPOSITION CONSENSUS, WITH PER CENT REPLY BY RESPONSE CATEGORY

Item Number	Functions	Per Cent A	B	C
1	Provide counselling for clients who have educational-vocational problems	5	10	85
		2	7	91
		1	9	90
3	Provide counselling for clients who have personal-psychological problems	5	17	78
		11	20	70
		4	28	68
21	Record notes of counselling interviews with clients for own future reference	12	18	70
		15	22	63
		7	13	80
24	Provide information to clients regarding interpersonal relationships	8	24	69
		7	20	73
		11	27	62
29	Work in a consulting relationship with members of other helping professions	1	20	80
		3	18	79
		2	15	83
30	Work in a consulting relationship with counsellors in other settings	8	22	69
		8	30	62
		3	26	71
31	Maintain consultive contact with community helping agencies	5	17	78
		13	22	65
		4	17	79
40	Perform follow-up functions with clients who present with certain pre-selected categories of problems (such as when the counsellor is concerned for the safety of the client).	11	26	63
		6	26	67
		11	25	64

Note: A refers to Never-Rarely; B refers to Sometimes; C refers to Usually-Always. The upper row of numbers for each item refers to percentage of counsellors who responded counsellor SHOULD. The second row refers to percentage of clients, and the third row refers to percentage of administrators who responded counsellor SHOULD.

The common factor across the three positions on these items would appear to be diversity of opinion. These results are important because they identify areas of uncertainty for the role of the counsellor. These items may be divided into six identifiable clusters of items, and three individual items. In view of the large number of CRQ items involved, only item numbers will be reported in Table 12. The reader may refer to the sample CRQ contained in Appendix E for the actual items.

2. Discussion

Comparison of responses for CGCA members, clients and administrators indicated that there were significant interposition differences on more than twice as many CRQ items as there was interposition consensus, and the interposition comparison could best be termed "lack of disagreement" for the remainder (two-fifths) of the items.

Functions on which CGCA members, clients and administrators clearly agreed would probably be judged traditional by most counselling authorities. These areas included provision of counselling for clients who have educational-vocational and personal-psychological problems, and providing information to clients regarding interpersonal relationships. Recording notes of counselling interviews for the counsellor's own future reference was a generally accepted practice, even though some CGCA members expressed fear of legal complications. Counsellors were generally expected to consult with counsellors in other settings, members of other helping professions, and community helping agencies.

TABLE 12

"LACK OF DISAGREEMENT" ITEMS FOR SIX ITEM CLUSTERS AND THREE MISCELLANEOUS ITEMS ON THE COUNSELLOR ROLE QUESTIONNAIRE

Item Type	Item Number
Counselling Services	4, 8
Group Methods	9, 11
Testing	14, 16
Public Relations	33, 34, 35
Research	36, 37, 39
Placement	41, 42, 44
Miscellaneous	18, 20, 23

Follow-up, especially when the counsellor had cause to be concerned for the safety of the client, was an accepted procedure.

It would therefore appear that the clients and administrators involved in this sample had a fairly clear understanding of a rather limited number (eight) of traditionally accepted counsellor functions and responsibilities. Brown (1974d) reported similar results.

Alternatively, there were a fairly large number of items (eighteen) for which the respondents neither strongly agreed, nor clearly disagreed.

The conclusions and implications of the findings presented herein are summarized in Chapter V.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

The concluding chapter will be organized under the following headings: Application of role theory to counsellor role, current status of counselling in Canada, role performance and role conception, role expectancy, and need for further research.

I. APPLICATION OF ROLE THEORY TO COUNSELLOR ROLE

The process of examining the role of the incumbents of any position in society begins with a consideration of the meaning of the term "role".

The term "role" has been defined in different ways by different authorities (Gross et al., 1958, pp. 11-15). Role has been equated with, or defined to include normative cutlture patterns (Linton, 1945, p.77) the individual's definition of his situation (Sargent, 1951, p.360), and the behaviour of actors occupying social positions (Davis, 1949, p.90).

As indicated above (p.8), the role model which formed a conceptual basis for the present research was the formulation articulated by Gross et al. (1958). A key element in this model is the term expectations (see p.20, above). Hence the role analysis which was presented in Chapter 4 was carried out in terms of the comparison of varying expectations which CGCA members, and those who are most closely associated with them (i.e. clients and administrators), hold for the

role of the counsellor.

The fact that information was also gathered concerning present functions of the CGCA members enabled the researcher to add an additional dimension to the analysis of counsellor role by comparing present functions with role expectations.

In the interest of maintaining consistency with the preceding chapter, the conclusions and implications chapter will also contain sections dealing with role performance, role conception, and role expectancy.

II. STATUS OF COUNSELLING

The first obstacle which was encountered in implementing the present research was the difficulty of defining a population, and consequently a sample. The current status of counselling in Canada is difficult to assess, because it is impossible to find out how many counsellors there are, where they work, what types of services they offer, and what their views regarding their role might be. The researcher was surprised to find that there is at present no central registry of any type which lists, if not all, then at least the bulk of Canadian counsellors.

Canadian Guidance and Counselling Assocition, the closest thing to a National registry, lists only 20 per cent of the known counsellor population in its membership. The present findings must therefore

be interpreted with caution, because of the large percentage of Canadian counsellors who are not represented in CGCA.

The need for further research aimed at identifying the counsellor population of Canada will be discussed in part IV of this chapter.

As far as CGCA membership is concerned, the results of this survey are both encouraging and enlightening. The finding that 65 per cent of the respondents possessed at least a master's degree was surprising, and makes the other findings even more important because it is from this group that the leadership probably comes at the local community level.

It was interesting to find that only 52 per cent of the CGCA members were engaged full-time in counselling, particularly in view of the fact that lack of time was a major reason which counsellors gave for not being able to engage in more preferred functions.

III. ROLE PERFORMANCE AND ROLE CONCEPTION

The items which CGCA members "frequently" engaged in were very similar to the results of a survey undertaken recently by the Canadian Education Association (1973). The CEA circulated 1680 copies of a questionnaire regarding "Purposes of Education" to two selected schoolboards in each of the ten provinces and to one in the Yukon Territory. A total of 1,540 were returned completed. One of the questions dealt with counselling, and the item is quoted below,

with the frequency of response indicated in parenthesis.

The main purpose of counselling should be:

1. to give information regarding future employment (110)
2. to help students solve their personal problems (334)
3. to assist students in decisions regarding current and future educational programs (1071)
4. No answer (25)

It would appear, therefore, that the CGCA members who responded in the present survey were involved in the same types of activities which the students, educators, and members of the general public (both parents and non-parents) involved in the CEA study felt should be the main purpose of counselling.

The researcher felt it was unusual that CGCA members did not engage in research and group methods and techniques more frequently. Since lack of time was the major reason given, it would appear that counsellors need to make their administrators aware that they are unable to perform these important functions for this reason. Since 48 per cent of the CGCA members were in fact working part-time at other non-counselling duties, the request to be allowed more time for research and group involvement should find acceptance.

In view of the low percentage involved in research (Items 36 and 37, Appendix K), CGCA is to be commended for instituting research awards.

Related to the above is the lack of counsellor public relations activity. The researcher feels that the lack of public relations activities by counsellors is part of the reason why funds for counselling services have been denied, or in some cases cut back, in many areas of our country. Lack of research adds to this problem, because it is difficult to document effectiveness without it.

Public relations is not a new problem for counsellors, as evidenced by recent articles by Fobert (1973), Harvey (1971), Knicely (1971), Nichols (1971), Paterson (1970d), and Zingle, Paterson, & Masciuch (1972), which emphasise cooperation and consultation among counsellors and various staff members. Public relations appears to be a widespread concern and counsellors will have to find ways and means of coping with public relations matters if they are to get the financial and other support they need.

One final area of counsellor role performance which should be noted is that the bulk of "additional functions" which counsellors felt restricted their usefullness were in the area of routine clerical duties, and that testing was one of these. The researcher feels that the request for clerical support for counsellors is becoming more widely accepted. For instance, the Blair Report (1969), p.13) contained the recommendation that:

> If counsellors are to perform their functions well, they must be enabled and encouraged by school administrators to increase their work with parents and with other community mental health personnel. They should be freed of tasks which can be performed by clerical personnel.

Testing was not a popular item among the counsellors of this study (see items 12-14, 16 and 17, Appendix K), yet tests are still being widely used in Canada. It may well be that persons other than counsellors are doing the testing. Harris (1972), in an article which maintains an objective balance in its criticism of standardized tests, expresses the viewpoint that the transient human being is a great challenge to such tests, because it is increasingly difficult to compare a school population with the population described as normative in a test.

Another point raised by Harris (1972, p.12) is that:

> As guidance work has developed, the emphasis seems to have been shifting towards a counselling process rather than an informative experience. Whether the guidance worker favours a humanistic, existential, or behaviour modification approach to counselling, the indications are that it is the empathic nature of the counsellor and the relationship thus established that are truly effective. Testing, then, may be an obstacle to the process regardless of the philosophical orientation of the worker.

It may be, in the light of the above statement, that counsellors are simply finding that testing interfers with their principal function, which is counselling, hence they are abandoning standardized tests.

IV. ROLE EXPECTANCY

The most striking impression involved in the comparison of role expectations was the lack of consensus about what counsellors should be doing. The results suggest that there is a need for associations such as CGCA to attempt to define counsellor role, even though they will have few guidelines to follow in doing so.

At final counting, CGCA members, clients, and administrators reached agreement on 8 CRQ items, differed on 18, and neither agreed nor disagreed on the remaining 18 items.

CGCA members differed with administrators on 6 items, and with their clients on 13 items. These findings suggest that the counsellors were probably quite perceptive in expressing a need to do more public relations work regarding their role.

The fact that CGCA members differed with their clients on more than twice as many CRQ items as they did with their administrators has potentially serious implications for counsellors.

Rankine and Angus (1971), in a study in which intermediate and secondary high school counsellors were asked to anticipate how their administrators would expect the counsellor to respond to a role questionnaire, found many more role conflicts between counsellors and students than they did between counsellors and administrators. The implication of these findings, according to the authors, was that although counsellor-administrator agreement would help the counsellor become an efficient extension of the administration (Rankine & Angus, 1971, p.98), it would probably reduce his effectiveness with clients.

The data from the present research support the findings of this earlier study.

The finding that when CGCA members, clients, and administrators reached agreement, the items were of a traditional nature (Table 10), may be simply another way of saying that these counsellors are providing a service in tune with the major, most frequent, demands of their clients. This interpretation certainly is in agreement with the findings of the CEA (1973) study referred to above. It should be remembered, however, that there were other important differences among the positions, as outlined above, in the areas of financial and employment counselling, group counselling, testing, information-giving, referral, consulting and research (Tables 8-10).

The results of this research did not, therefore, identify any striking new aspects of counsellor role. What the study did accomplish in this regard was to underline the lack of consensus, and sometimes the conflict, which presently exists in regard to counsellor role.

Bearing in mind the limitations imposed by the fact that only CGCA members were included in the study, it is now possible to present a tentative composite picture of the Canadian counsellor, as follows:

The bulk of the CGCA counsellors included in this study were in the age bracket 35-44 years. They were mainly employed in some sort of educational institution, with the largest single group working in secondary schools.

Most of the CGCA respondents had taught and 65 per cent held a university degree, at the master's level, with specialization in

counselling courses. The bulk of the counsellors had a counselling practicum, under supervision, and were members of their provincial guidance and/or counselling associations.

The typical counsellor in the present study was involved in counselling clients with educational-vocational and personal-social psychological problems. He was not involved in group methods, public relations and research activities, and was not satisfied with this lack of involvement, but was frustrated by lack of time.

Need for further research into counsellor role is discussed in the next section.

V. NEED FOR FURTHER RESEARCH

The most obvious need is for further research aimed at identifying more of the counsellor population of Canada. This research will probably require access to the necessary records at Statistics Canada.

Such research might then lead to the setting up of a central registry or directory of Canadian counsellors.

There is a need for research into roles of various types of counsellors in Canada, notably junior college and university counsellors, community college counsellors, agency counsellors, and Canada Manpower

counsellors. Role expectations of these select groups could then be compared with the present findings to ascertain similarities and differences.

There appears to be a need for research into the effects which variables such as geographic location, training, experience, and various aspects of the counsellor's work setting have on expectations for counsellor role. As suggested above, role expectations of counsellors from a similar geographic location, with similar training and experience, could be compared with the present findings.

Research aimed at investigating role conflict, and methods of resolving role conflict are needed. At present counsellors expressed a desire for more frequent involvement in the functions listed in the CRQ. This implies that counsellors are trying to resolve role conflict by being all things to all of the interest groups who surround them.

Finally, the author is planning research aimed at assessing the effects of exposure of teachers in training to an introductory guidance course. Presumably, such exposure should have an effect on the counsellor role expectations held by the teachers, and it will be interesting to see whether responses on the CRQ will change as the course progresses.

In the final analysis, any emerging profession must look to its own practitioners for leadership in defining functions and responsibilities, hence role. If we do not maintain leadership within our own profession, we can be assured that others will, and counsellors and their clients

will be the ultimate losers.

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APPENDICES

APPENDIX A

Manpower and Immigration / Main-d'œuvre et Immigration

Manpower Division / Division de la main-d'œuvre

Our File: 3715-1

May 22, 1974

Mr. Thomas H. Brown
Faculty of Education
Department of Educational Psychology
University of Alberta
Edmonton, Alberta

Dear Sir:

This refers to your letter of April 15, 1974, concerning a research project which you are conducting at the University of Alberta.

We have given considerable study to the questionnaire which you intend to use for your research project but we have been unable, unfortunately, to conceive how the questions included in the questionnaire are related to the work of a Manpower Counsellor, who is involved with counselling almost entirely from a labour market or employment point of view. Aside from this, I am also concerned that CMC clients asked to complete the questionnaire might tend to misinterpret the purpose of the survey and react negatively to the personal/psychological orientation of the questions asked.

Taking these points into consideration, I am unable to conclude that the results of the survey would add very significantly to your study and might, at the same time, cast the Department in an unfavourable light in the minds of certain CMC clients surveyed.

I regret, therefore, that we cannot be of greater help to you in your research. May I, however, thank you for your interest and wish you the best of luck with your project.

Yours sincerely,

J.A. Hunter
Director of Operations - Manpower.

305 Rideau Street
Ottawa
K1A 0J9

305, rue Rideau
Ottawa
K1A 0J9

APPENDIX B

Statistics Canada Statistique Canada

March 11, 1974

Mr. Thomas H. Brown,
Department of Educational
Psychology,
Faculty of Education,
University of Alberta,
Edmonton, Alta.
T6G 2G5.

Dear Mr. Brown:

We have your letter of February 21 requesting the number of counsellors working in various work settings in Cananda.

Unfortunately, results of the 1971 Census Labour Force do not separate counsellors out of the groups to which they are classified; as for example, employment counsellors classified to Occupational Classification Code 1174 (Personnel and Related Officers). Hence, we can provide only total occupational group statistics, with the exception of educational and vocational counsellors who alone appear under a separate classification. In this group (OCC 2391), the 1971 Census of Canada recorded 2,935 men and 1,515 women educational and vocational counsellors.

Other counsellors, who were classified to selected occupational groups, are as follows:

Occupation	Code		Identity
camp counsellors	(OCC 2333)	—	occupations in welfare and community services.
welfare counsellors	(OCC 2331)	—	social workers
public relations and advertising counsellors	(OCC 1179)	—	occupations related to management and administration
beauty counsellors	(OCC 5149)	—	sales occupations: commodities

Ottawa, Canada
K1A 0T6

2.

March 11, 1974

Mr. Thomas H. Brown

Occupation	Code		Identity
employment counsellors	(OCC 1174)	—	personnel and related officers
investment counsellors	(OCC 5173)	—	sales occupation services
loan counsellors	(OCC 1171)	—	accountants, auditors and other financial officers
mental health counsellors	(OCC 2315)	—	psychologists
rehabilitation counsellors	(OCC 2399)	—	other occupations in social sciences and related fields

Our Census authorities advise that occupational coding is done at the four digit level and that is the way the information is fed into the computer. Any further break-down of occupations could only be effected by the manual manipulation of occupational records, an extremely costly process which, in addition, would be subject to available clerical time and unreserved access to the necessary records.

Yours very truly,

W.E. Mack

for

W.E. Cowell,
Central Inquiries Service,
User Advisory Services Division.

MACK/mp

Statistics Canada Statistique Canada

April 16, 1974.

Mr. Thomas H. Brown,
Faculty of Education,
Department of Educational
Psychology,
University of Alberta,
Edmonton, Alta.
T6G 2G5

Dear Mr. Brown:

In response to your letter of April 1 we are enclosing photocopied extracts from the Occupational Classification Manual 1971, listing the occupations included in the OCC groupings of interest.

Numbers of persons classified to these categories are as follows:

OCC	Male	Female
1174	19,490	5,515
2315	2,045	1,835
2331	5,525	6,325
2399	860	475

Charges for a more detailed hand count of occupations within selected classes are absorbed by the individual requesting the service. Should this be required, please write to Census Customer Services, Data Dissemination Section, Census Division, Statistics Canada, Ottawa K1A 0T7, for an estimate of the cost.

Yours very truly,

W.E. Mack

W.E. Cowell,
Central Inquiries Service,
User Advisory Services Division.

Encl.

Mack/lv

Ottawa, Canada
K1A 0T6

DOMINION BUREAU OF STATISTICS — BUREAU FÉDÉRAL DE LA STATISTIQUE

OCCUPATIONAL CLASSIFICATION MANUAL CENSUS OF CANADA, 1971

Based on

CANADIAN CLASSIFICATION AND DICTIONARY OF OCCUPATIONS

LA CLASSIFICATION DES PROFESSIONS RECENSEMENT DU CANADA 1971

inspirée de

LA CLASSIFICATION ET DICTIONNAIRE CANADIENS DES PROFESSIONS

VOLUME II

Published by Authority of
The Minister of Industry, Trade and Commerce

Publication autorisée par
le ministre de l'Industrie et du Commerce

March - 1971 - Mars
1205-505

Price - Prix: $8.00

Information Canada
Ottawa

1171 Comptables, Verificateurs & Autres Cadres Financiers—Con.

1171 Accountants, Auditors and Other Financial Officers—Con.

Mortgage Consultant — Finance
Professional Bondsman — Any Invest.
Public Accountant — Accountancy Ser.
Reviewer — Public Admin.
Sales Auditor — Any Ind.
Securities Analyst — Investment Co.
Settlement Officer — Any Ind.
Tax Accountant — Any Ind.
Tax Adviser — Business Ser.
Tax Analyst — Any Ind.
Tax Auditor — Any Ind.
Tax Consultant — Any Ind.
Tax Evaluator — Any Ind.
Tax Examiner — Any Ind.
Tax Expert — Any Ind.
Tax Specialist — Any Ind.
Travelling Auditor — Any Ind.
Trust Officer — Banking; Finance
Trustee — Any Ind.
Verificateur-Auditeur — Toute Ind.
Verificateur (Comptable) — Toute Ind.

1174 Agents de Personnel & Assimilés

1174 Personnel and Related Officers

Agent de Placement — Toute Ind.
Agent des Relations Industrielles — Toute Ind.
Agent des Relations Ouvrieres — Toute Ind.
Conseiller de la Main d'Oeuvre — Toute Ind.
Conseiller du Personnel — Toute Ind.
Conseiller en Main d'Oeuvre — Admin. Federale
Embaucheur — Bureau du Personnel
Employment Adviser — Any Ind.
Employment and Claims Officer — Any Ind.
Employment Counsellor — Any Ind.
Employment Interviewer — Any Ind.
Employment Supervisor — Any Ind.
Industrial Relations Man — Any Ind.
Industrial Relations Officer — Any Ind.
Interviewer — Employment Agency
Intervieweur — Bureau du Personnel
Job Analyst — Gov. Ser.
Job and Wage Analyst — Any Ind.
Labour Relations Man — Any Ind.
Labour Relations Representative — Any Ind.
Manpower Counsellor — Public Admin.
Manpower Service Representative — Gov.
Officier de Placement — Toute Ind.
Officier de Relations Industrielles — Toute Ind.
Personnel Counsellor — Any Ind.
Personnel Interviewer — Any Ind.
Personnel Man — Any Ind.
Personnel Officer — Any Ind.
Personnel Supervisor — Any Ind.
Prepose au Recrutement — Toute Ind.
Recruteur — Toute Ind.
Representant des Relations Ouvrieres — Toute Ind.
Staff Training Officer — Any Ind.

1175 Acheteurs & Agents d'Approvisionnement sauf Commerce de Gros et de Detail

1175 Purchasing Officers and Buyers, Except Wholesale and Retail Trade

Acheteur (S) — Manuf., Services
Acheteur d'Aliments (S) — Toute Ind. sauf Commerce
Acheteur d'Animaux (S) — Toute Ind.
Acheteur de Fruits (S) — Toute Ind. sauf Commerce
Agent Acheteur — Manuf.
Buyer (W) — Mfg.; Services
Cattle Buyer — Any Ind.
Cow Buyer — Any Ind.
Directeur des Achats — Education
District Man — Can. & Preserv.
Field Agent — Any, N.E.S.
Field Contact Man — Dairy
Field Man — Any, N.E.S.
Film Procurement Officer — Radio or T.V. Broad.; Rec. Ser.
Food Buyer (W) — Food Services
Fruit Buyer (W) — Any Ind., Exc. Trade
Fuel Buyer (W) — Any Ind.
Fur Buyer (W) — Any Ind.
Hog Buyer (W) — Any Ind.
Landman — Petrol. or Gas Wells
Lease Buyer (W) — Petrol. or Gas Wells
Leaseman (W) — Petrol. or Gas Wells
Livestock Buyer (W) — Any Ind.
Log Buyer — Sawmills
Lumber Buyer — Manufacturing
Ore Buyer — Any Ind.
Permit Agent — Any Ind.
Pipe-Line Scout — Petrol. Prod.; Pipe Lines
Procurement Officer (W) — Any Ind.
Pulpwood Buyer — Manufacturing
Purchaser — Any Ind.
Purchasing Buyer — Any Ind.
Purchasing Officer — Any Ind.
Radio-Time Buyer — Any Ind.
Right-Of-Way Agent — Any Ind.
Right-Of-Way Buyer — Any Ind.
Right-Of-Way Man — Any, Exc. Rail. Trans
Space Buyer — Any Ind.
Television-Time Buyer — Any Ind.
Timber Buyer (W) — Any Ind.
Time Buyer — Any Ind.
Tobacco Buyer — Tobacco Processing

1176 Inspecteurs, sauf Gouvernementaux

1176 Inspectors, Non-Government

Boiler Inspector — Any Ind.
Censor — Motion Pictures
Check Viewer — Mine
Coal-Mine Inspector — Coal Mine

GRAND GROUPE 23—OCCUPATIONS EN SCIENCES SOCIALES & DOMAINES CONNEXES

MAJOR GROUP 23—OCCUPATIONS IN SOCIAL SCIENCES AND RELATED FIELDS

231 OCCUPATIONS EN SCIENCES SOCIALES

231 OCCUPATIONS IN SOCIAL SCIENCES

2311 Economistes

2311 Economists

Agricultural Economist — Any Ind.
Analyste du Marche (Diplome) — Toute Ind
Analyste Economique — Toute Ind.
Business Analyst — Any Ind.
Business Economist — Any Ind.
Business-Management Analyst — Any Ind.
Conseiller Economique (Diplome) — Toute Ind.
Dealer Analyst — Motor Vehicle Mfg.
Economic Adviser — Any Ind.
Economic Analyst — Any Ind.
Economic-Research Analyst — Any Ind.
Economist — Any Ind.
Economiste (Diplome) — Toute Ind.
Economiste du Travail (Diplome) — Toute Ind.
Economiste Industriel — Toute Ind.
Farm Economist — Any Ind.
Financial Economist — Any Ind.
Fiscal Analyst — Public Admin.
Fiscal Economist — Public Admin.
Forest Economist — Any Ind.
Industrial Analyst — Any Ind.
Industrial Economist — Any Ind.
Labour Economist — Any Ind.
Market Analyst — Any Ind.
Marketing Consultant — Any Ind.
Price Analyst — Any Ind.
Price Economist — Any Ind.
Sales Analyst — Any Ind.
Sales Consultant — Business Ser.
Sales-Research Man — Any Ind.
Social Economist — Any Ind.
Tax Economist — Any Ind.
Trade Economist — Any Ind.
Wage Analyst — Dept. of Labour

2313 Sociologues, Anthropologues & Assimiles

2313 Sociologists Anthropologists & Related

Anthropologist — Any Ind.
Archaeologist — Any Ind.
Criminologist — Any Ind.
Ethnologist — Any Ind.
Penologist — Any Ind.
Social Ecologist — Any Ind.
Sociologist — Any Ind.
Sociologue — Toute Ind.

2315 Psychologues

2315 Psychologists

Abnormal Psychologist — Any Ind.
Child Development Consultant — Any Ind.
Child Psychologist — Any Ind.
Educational Psychologist — Any Ind.
Guidance Counsellor — Mental Health Ser.
Industrial Psychologist — Any Ind.
Mental Health Counsellor — Any Ind.
Mental Rehabilitation Counsellor — Any Ind.
Psychologist — Any Ind.
Psychologue — Toute Ind.
Psychologue d'Enfant — Toute Ind.
Vocational Psychologist — Any Ind.

2319 Occupations en Sciences Sociales, N.C.A.

2319 Occupations in Social Sciences, N.E.C.

Assistant de Recherches en Sciences Sociales — Universite
Assistant de Recherches Psychologiques — Univ.
Etymologist — Any Ind.
Genealogist — Any Ind.
Geographer — Any Ind.
Historian — Any Ind.
Home Economist — Any Ind., Exc. Educ.
Market Research Worker — Any Ind.
Philologist — Any Ind.
Political Scientist — Any Ind.
Social Scientist — Any Ind.

233 OCCUPATIONS EN TRAVAIL SOCIAL & DOMAINES CONNEXES

233 OCCUPATIONS IN SOCIAL WORK AND RELATED FIELDS

2331 Travailleurs Sociaux

2331 Social Workers

Adoption Agent — Welfare Org.
Agent Correctionnel — Toute Ind.
Agent de Probation — Toute Ind.
Case Consultant — Any Ind.
Case Investigator — Any Ind.
Case Reviewer — Any Ind.
Case Supervisor — Any Ind.
Case Worker — Any Ind.
Child Consultant — Welfare Org.
Child Welfare Consultant — Welfare Org.
Children's Aid Investigator — Welfare Org.
Children's Counsellor — Welfare Org.
Conseiller a l'Adoption — Service Social
Conseiller Social — Service Social
Counsellor — Welfare Org.
Court Worker — Welfare Org.
Detention Attendant — Juvenile Court
Detention Worker — Juvenile Court
Family Counsellor — Welfare Org.
Group Social Worker — Welfare Org.
Medical Case Worker — Any Ind.
Medical Social Consultant — Any Ind.
Medical Social Worker — Any Ind.

2331 Travailleurs Sociaux—Con.

2331 Social Workers—Con.

Parole Agent — Any Ind.
Parole Director — Any Ind.
Parole Officer — Any Ind.
Parole Supervisor — Any Ind.
Probation Officer — Any Ind.
Psychiatric Social Worker — Any Ind.
Referee, Juvenile Court — Public Admin.
Social Worker — Any Ind.
Travailleur du Service Social — Toute Ind.
Travailleur Social — Toute Ind.
Travailleuse Sociale Professionnelle — Toute Ind.
Welfare Case Worker — Any Ind.

2333 Occupations en Animation Sociale

2333 Occupations in Community Welfare

Activities Director — Community Centre; Y.M.C.A.
Agent de Bien-Etre — Organ. de Bien-Etre
Boys' Worker — Welfare Org.
Camp Counsellor — Summer Camp
Camp Director — Summer Camp
Charity Worker — Any Ind.
Chef de Camp — Camps d'Ete
Child Welfare Worker — Any Ind.
Community Centre Worker — Any Ind.
Community Service Worker — Any Ind.
Counsellor — Boy Scouts; Girl Guides
Counsellor — Summer Camp
Department Secretary — Welfare Org.
Department Supervisor — Welfare Org.
Director — Community Centre
Director — Playground
Director — Summer Camp
District Leader — Youth Organizations
Enqueteur — Organisation de Bien-Etre
Family Visitor — Welfare Org.
Field Director — Red Cross
Field Director — Welfare Org.
Field Secretary — Boy Scouts; Girl Guides
Field Secretary — Welfare Org.
Field Supervisor — Red Cross
Field Supervisor — Welfare Org.
Field Worker — Red Cross
Field Worker — Welfare Org.
Gardien de Parc — Parc Recreatif
Girls' Worker — Welfare Org.
Group Leader — Welfare Org.
Group Worker — Welfare Org.
Head Worker — Welfare Org.
Home Visitor — Welfare Org.
Instructor — Playground
Interviewer — Welfare Org.
Interviewer, Welfare Dept. — Any Ind.
Investigator — Welfare Org.
Investigator, Welfare Dept. — Any Ind.
Moniteur — Services Recreatifs
Moniteur de Sport — Services Recreatifs
Official — Boy Scouts; Girl Guides
Official — Canadian Red Cross
Official — Community Chest
Official — Y.M.C.A., Y.W.C.A.
Placement Secretary — Welfare Org.
Play Leader — Any Ind.
Playground Director — Any Ind.
Playground Instructor — Any Ind.
Playground Supervisor — Any Ind.
Playground Worker — Any Ind.
Public Welfare Worker — Any Ind.
Recreation Leader — Any Ind.
Recreation Supervisor — Any Ind.
Red Cross Worker — Any Ind.
Relief Officer — Welfare Agency
Scout Executive — Boy Scouts
Settlement Worker — Welfare Org.
Social Contact Worker — Welfare Org.
Social Service Worker — Any Ind.
Sports Director — Playground
Sports Instructor — Playground
Sports Organizer — Playground
Sports Supervisor — Playground
Supervisor — Community Centre
Supervisor — Playground
Supervisor — Welfare Org.
Travailleur de la Croix Rouge — Toute Ind.
Travellers' Aid Worker — Any Ind.
Visitor — Welfare Org.
Visitor, Welfare Agency — Any Ind.
Welfare Agency Supervisor — Any Ind.
Welfare Interviewer — Any Ind.
Welfare Investigator — Any Ind.
Welfare Officer — Any Ind.
Welfare Supervisor — Any Ind.
Welfare Visitor — Any Ind.
Welfare Worker — Any Ind.
Worker — Red Cross
Worker — Travellers' Aid
Worker — Welfare Org.
Worker, Welfare Agency — Any Ind.

2339 Occupations en Travail Social & Domaines Connexes, N.C.A.

2339 Others in Social Work & Related, N.E.C.

Case Aide — Any Ind.
Contribution Solicitor — Charit. Org.
Home Supervisor — Welfare Org.
Juvenile Officer — Any Ind.
Placement Secretary, Welfare Agency — Any Ind.
Probation Worker — Any Ind.
Research Worker — Welfare Org.
Solicitor (Canvasser) — Charit. Org.

234 OCCUPATIONS EN DROIT & JURISPRUDENCE

234 OCCUPATIONS IN LAW AND JURISPRUDENCE

2341 Juges & Magistrats

2341 Judges and Magistrates

County Judge — Local Admin.

2351 Bibliothecaires & Archivistes

2351 Librarians and Archivists

Archivist — Any Ind.
Archiviste — Toute Ind.
Archiviste Medical — Hopital
Bibliographer — Any Ind.
Bibliothecaire (Diplome) — Bibliotheque
Bookmobile Librarian — Any Ind.
Cataloguer — Library
Chemical Librarian — Any Ind.
Classifier — Library
Hospital Librarian — Any Ind.
Librarian — Any, Exc. Ret. Trade, N.E.S.
Librarian — Radio & T.V. Broad.
Medical Librarian — Any Ind.
Music Librarian — Radio & T.V. Broad.
Record Librarian — Radio & T.V. Broad.

2353 Techniciens en Bibliotheconomie, Archivisme & Gestion de Musee, N.C.A.

2353 Technicians; Library, Museum & Related

Art Restorer — Any Ind.
Bibliotechnicien — Toute Ind.
Bone Mechanic — Museum
Paintings Restorer — Any Ind.
Taxidermist — Any Ind.
Taxidermiste — Toute Ind.

2359 Occupations en Bibliotheconomie, Archivisme & Gestion de Musee, N.C.A.

2359 Others in Library, Museum and Archival Sciences, N.E.C.

Assistant — Library
Attendant — Library

239 AUTRES OCCUPATIONS EN SCIENCES SOCIALES & DOMAINES CONNEXES

239 OTHER OCCUPATIONS IN SOCIAL SCIENCES AND RELATED FIELDS

2391 Conseillers en Orientation

2391 Educational and Vocational Counsellors

Adviser — Vocational Guidance
Conseiller d'Orientation — Educ.
Conseiller en Orientation — Education
Counsellor (Not Lawyer) — Education
Educational Adviser — Any Ind.
Orienteur Professionnel — Toute Ind.
Professeur d'Orientation — Ecole Secondaire
Vocational Adviser — Any Ind.
Vocational Counsellor — Any Ind.

2399 Autres Occupations en Sciences Sociales & Domaines Connexes, N.C.A.

2399 Others in Social Sciences and Related Fields, N.E.C.

Directeur des Eleves — Ecole Privee
Marriage Counsellor — Any Ind.
Rehabilitation Coordinator — Any Ind.
Rehabilitation Counsellor — Any Ind.
Rehabilitation Technician — Any Ind.
Rehabilitation Worker — Any Ind.

Statistics Canada | Statistique Canada

Census Division | Division du recensement

June 18, 1974

Mr. Thomas H. Brown
Faculty of Education
The University of Alberta
Edmonton, Alberta
T6G 2G5

Dear Mr. Brown:

I have, for reply, your letter of June 10 in which you inquired as to the cost of a hand count to determine the number of professional counsellors reported in the 1971 Census. To obtain this information would require examination of approximately 3,000,000 questionnaires for which, unfortunately, we do not, at present, have the necessary resources.

I am sorry that we are unable to be of assistance at this time.

Yours very truly,

D. A. MacIntosh

D. A. MacIntosh (Miss)
Data Dissemination Division
Census Field
K1A 0T7

APPENDIX C

CORPORATION
des conseillers d'orientation professionnelle du québec
of vocational guidance counsellors of quebec

1895 avenue de la salle, montréal, p.q., canada, H1V 2K4 téléph.: 254-6091-2

Montreal, June 27, 1974

Mr. Tom Brown,
Faculty of Education,
Department of Educational Psychology,
The University of Alberta,
EDMONTON, Alta.
T6G 2G5

Dear Tom:

Answering your letter of June 10, I am pleased to give you the following statistics on the number of counsellors working in this Province.

The Corporation groups actually 925 members, 810 francophones and 115 anglophones; 35% are women, 65% men counsellors.

I have no exact statistic on the total number of counsellors working in Québec. I can say however that this Province does not count more than 1100 counsellors. We have all rights to believe that approximately 150 to 175 counsellors are not members of the Corporation, the majority of these being not qualified for admission.

I must add that the Corporation of Psychologists numbers approximately 1100 members; some of these are counsellors in school settings and in community agencies — about 200 —, the others as clinical or social or industrial psychologists, or psychotherapists.

I think that you can rely on these figures and I hope this will be helpful.

Congratulations and very best wishes for success in your thesis.

Robert Langlois

Robert Langlois, G.C.,
Administrator.

RL/js

APPENDIX D

SURVEY OF WORK SETTINGS OF CGCA MEMBERS

Work Setting	Frequency	Per Cent
I. School Counsellors and Related Personnel		
Secondary School Counsellor	100	26
Guidance Department Head (Mainly Secondary School)	24	6
Elementary-Secondary School Counsellor	12	3
Junior High School Counsellor	8	2
Elementary School Counsellor	18	5
School Social Worker	1	0.3
Counsellor working at Central School Board Office (Including Director of Guidance, Area or Visiting Counsellor, Placement and Admissions Counsellor)	31	8
Central Office Administrator, other than Director of Guidance (Including Director of Special Education, Director of Evaluation)	7	2
School Principal	6	2
Teacher (Including Special Education and Regular Classroom)	7	2
Provincial Department of Education employee	21	5
Total, Section I	235	61.2
II. College and University Counsellors and Related Personnel.		
Community College Counsellor	29	8
University and Junior College Counsellor	8	2

APPENDIX D (continued)

Work Setting	Frequency	Per Cent
Other College Counsellors	2	0.5
Counsellor Educator	19	5
College and University Academic Faculty	6	2
University Registrar	1	0.3
University and College Administrator	3	1
Total, Section II	68	17.7
III. Provincial Government Employees (Other than Education), and Private and Publicly Operated Agencies or Institutions.		
Adult Education Counsellor	12	3
Alcohol and Drug Abuse, Counsellors and Researchers	6	2
Marriage and Family Counsellor	4	1
Counsellor, Vocational Counselling Service	4	1
Counsellor, Residential Treatment of Emotionally Disturbed Children	3	1
Youth Counsellor	3	1
Counsellor, Hospital Setting	2	0.5
Administrator, Community Social Service	2	0.5
Child Welfare Counsellor	1	0.3
Counsellor, Ex. prison inmates	1	0.3
Counsellor, Workmen's Compensation	1	0.3
Public Health Nursing & Consultation	1	0.3
Total, Section III	40	10.4

Note: Eight of the above specificially identified themselves as social workers.

APPENDIX D (continued)

Work Setting	Frequency	Per Cent
IV. Federal Government Employees		
Federal Public Service, Educational Liaison and Staff Development	2	0.5
Occupational Research	1	0.3
Department of National Defence, Personnel Selection	1	0.3
Canadian Penitentiary Service - Psychologist	1	0.3
Canada Manpower Counsellor	9	2
Total, Section IV	14	3.6
V. Other		
Counsellors and Psychologists in Private Practice	12	3
Pastoral Counsellor	1	0.3
Para-professional, Indian Affairs	1	0.3
Administrator, Corporation of Counsellors	1	0.3
Involved full time in publishing	2	0.5
Retired	3	1
Graduate Student in Counselling	5	1
Unemployed	2	0.5
Total, Section V	27	7.0
Grand Total, Sections I - V	384	99.9

APPENDIX E

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
TELEPHONE (403) 432-5245

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2G5

March 29,1974

Dear colleague:

We are conducting an extensive study of counselling as practised in a variety of work settings in Canada. It is hoped that this study will help clarify the current status of our profession and define the role of the counsellor in Canada at this point in time. We feel that the study will make a valuable contribution to our knowledge and will be of use to practising counsellors, counsellor educators, and to the Canadian Guidance and Counselling Association in its attempts at counsellor role clarification.

Our survey includes counsellors, clients, and administrators. The focal point, and most crucial respondent, in the study is the counsellor, as we must take a position of leadership in defining our own future role. Therefore we are requesting your help by cooperating with us in the following ways:

1. Please respond to each item of the four part questionnaire titled "Questionnaire Booklet for Counsellor". We realize that you are busy, and estimate that the questionnaire will only require about 30-45 minutes of your time.

2. Ask the next client you counsel to respond to the questionnaire titled "Questionnaire Booklet for Client". In the event that the next client you counsel is unwilling or unable to participate in the study, ask each succeeding client to participate until you are able to get a client to complete the questionnaire. You may offer the client any necessary assistance in filling out the questionnaire. Experience has indicated that it is best to have the client complete the questionnaire while at your office. Disregard this section if you do not actively counsel.
3. Ask the administrator to whom you are most directly responsible to respond to the questionnaire titled "Questionnaire Booklet for the Administrator".

While an identification number has been assigned to all materials for purposes of follow-up on those who do not respond, and those from whom

we would like additional information, be assured that all responses will be considered confidential and will be treated as such.

A summary of the results of this research will be made available on request to those who are interested. We apologize that due to limited funding the present materials and summary of results are only available in the English language.

Thank you for your cooperation and support.

Yours sincerely,

John G. Paterson, Ed.D.,
Professor of Education

Thomas H. Brown, M.Ed.,
Graduate Student

SURVEY OF PRESENT AND PREFERRED FUNCTIONS FOR COUNSELLORS IN A VARIETY OF WORK SETTINGS

THE UNIVERSITY OF ALBERTA
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

QUESTIONNAIRE BOOKLET FOR COUNSELLOR

IMPORTANT:

If you are actively engaged in counselling, please do all FOUR parts of this questionnaire. If you are not actively engaged in counselling, complete only parts II and III.

All responses should be made where indicated on the enclosed answer sheets. Once completed, this booklet and the two IBM answer sheets are to be placed in the enclosed envelope, sealed, and then returned directly to us.

Please respond as soon as possible; we cannot proceed without your support.

Please return all materials to:

Thomas H. Brown
Department of Educational Psychology
Faculty of Education
The University of Alberta
Edmonton, Alberta

DIRECTIONS:

This questionnaire is in four parts. Parts I and III are to be answered on IBM answer sheets which are provided. Parts II and IV are to be answered on this booklet. Please use a pencil to indicate your responses.

PART I

The purpose of this part of the questionnaire is to elicit your responses describing how frequently you DO perform functions we have described.

For each item on the Counsellor Role Questionnaire make your response on the enclosed answer sheet. Be sure that you are using the PART I answer sheet. Read each item, then indicate how frequently you DO perform the function by placing a pencil mark between the dotted lines according to the following possible responses.

N - NEVER - meaning: at no time, not ever, or on no occasion DO I perform this function.

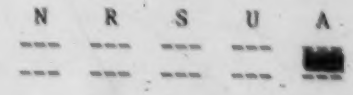
R - RARELY - meaning: seldom, very infrequently, or hardly ever DO I perform this function.

S - SOMETIMES - meaning: about half the time I DO and about half the time I DO NOT perform this function.

U - USUALLY - meaning: frequently, most often, or ordinarily I DO perform this function.

A - ALWAYS - meaning: at all times, DO I perform this function.

Example: (If your response is ALWAYS)



Remember, you are to make your choices on the answer sheet (PART I), in terms of the degree to which you DO perform the function. Be sure to make only one response for each item on the questionnaire.

ANSWER SHEET FOR COUNSELLOR - PART I

925

146

Indicate response by placing a mark between the guidelines as shown in the example. Use HB pencil. Don't make marks longer than guidelines.

Example

0 1 2 3 4 5 6 7 8 9

CAUTION - AVOID PLACING ANY MARKS AMONG THE BLACK TIMING LINES

N - NEVER
R - RARELY
S - SOMETIMES
U - USUALLY
A - ALWAYS

1					38					
2					39					
3					40					
4					41					
5					42					
6					43					
7					44					
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OVERPRINT ANSWER SHEET

COUNSELLOR ROLE QUESTIONNAIRE

USE SEPARATE ANSWER SHEET

1. Provide counselling for clients who have educational-vocational problems. (Consider such things as: future educational and occupational plans, choice of college or trade school, apprenticeship training, etc.)

2. Provide counselling for clients who have social-psychological problems. (Consider such things as: awkwardness in meeting people, likes and dislikes for people, arguments, male-female relationships.)

3. Provide counselling for clients who have personal-psychological problems. (Consider such things as: feelings of self confidence, temper, day-dreaming, etc.)

4. Provide counselling for clients who have emotional-psychological problems. (Consider such things as: neurotic conditions, mild psychotic cases, pathological attitudes.)

5. Provide counselling for clients who have moral and religious problems. (Consider such things as: religious conflicts, immoral actions, values, etc.)

6. Provide counselling for clients who have health and physical development problems. (Consider such things as: eating habits complexion, posture, drug usage, etc.)

7. Provide counselling for clients who have financial and employment problems. (Consider such things as: budgeting, hours of work, working conditions, relationships with superiors and subordinates, etc.)

8. Provide counselling for clients who have legal problems. (Consider such things as: breaches of criminal code, civil actions, probation, etc.)

9. Conduct group dynamics sessions so that individuals may better understand the way groups operate and their own role in groups.

10. Conduct group counselling sessions for clients with similar problems (such as low self-esteem, sexual problems, fears, etc.).

11. Conduct groups of a didactic or instructional nature which focus on a particular area of human concern (such as handling tension and anxiety, improving study habits, etc.).

12. Assume major responsibility for a psychological testing program.

13. Assist with, but not assume major responsibility for, a psychological testing program.

14. Administer psychological tests.

15. Use results of psychological tests administered by others.

16. Score psychological tests.

17. Record the results of psychological testing in a file.

18. Conduct case studies of individual clients.

19. Interview relatives, instructors, or employers of the client, with his (her) permission.

20. Seek information regarding the client with his (her) permission from other professionals who have rendered services.

21. Record notes of counselling interviews with clients for own future reference.

22. Record notes of counselling interviews with clients for use outside the counsellor's office.

23. Maintain a record of number of clients seen and type of presenting problem for periodic report to superiors.

24. Provide information to clients regarding interpersonal relationships (such as making friends, family life, getting along with others, etc.).

25. Provide educational-vocational information to clients.

26. Refer clients with specific problems to other professionals (such as psychologists, speech therapists, psychiatrists, etc.).

27. Refer clients with specific problems to community agencies.

28. Refer clients with specific problems to other counsellors.

29. Work in a consulting relationship with members of other helping professions (such as psychiatrists, psychologists, nurses, speech therapists, remedial teachers, etc.).

30. Work in a consulting relationship with counsellors in other settings.

31. Maintain consultive contact with community helping agencies.

32. Work in consulting relationships with client's relatives, instructors, or employers; with his (her) permission.

33. Interpret counselling services to other professionals (such as teachers, nurses, psychologists, administrators) by means of workshops, talks, seminars, etc.

34. Interpret counselling services to the public through speeches, talks, seminars, etc.

35. Interpret counselling services to members of the other helping professions and community helping agencies through workshops, talks, seminars, etc.

36. Assume major responsibility for conducting a program of counselling research of an evaluative or other type.

37. Assist with, but not assume major responsibility for, a program of counselling research of an evaluative or other type.

38. Apply results of counselling research done by others to own counselling practice.

39. Assume major responsibility for a follow-up study with all clients who have terminated the counselling relationship.

40. Perform follow-up functions with clients who present with certain pre-selected categories of problems (such as when the counsellor is concerned for the safety of the client).

41. Arrange interviews with potential employers for clients desiring this service.

42. Provide information to clients regarding potential employers, but assume no responsibility for arranging job interviews.

43. Arrange for educational placement (i.e. enrollment in specific courses in specific institutions) for clients desiring this service.

44. Provide information to clients regarding enrollment at educational institutions, but assume no other responsibility for educational placement.

PART · II

DIRECTIONS

Please complete the COUNSELLOR DATA BLANK which follows. Most of this questionnaire simply requires a check mark. Answer only those questions which apply in your case.

ALL RESPONSES WILL BE CONSIDERED CONFIDENTIAL AND WILL BE TREATED AS SUCH.

COUNSELLOR DATA BLANK

Directions: Please indicate your response by placing a check mark in the appropriate blank. (note: Figures in brackets show percentage of total , N = 147. Unbracketed figures show frequency)

1. Your sex.

	M	F	
	102	45	
(69)			(31)

2. Your age.

Under 25 yrs.	25-34	35-44	45-54	Over 54 yrs.
0	47(32)	55(37)	30(20)	15 (10)

* 3. Educational Level of bulk of clients.

Elem. School	Secondary School	College	Other (Specify Below)
22(15)	96(65)	28(19)	15 (10)

* 4. Approximate age level of clients.

Under 13 yrs.	13-15	16-18	Over 18 yrs.
17(12)	68(46)	85(58)	46 (31)

* 5. In what professional capacity are you presently serving? (Please check the appropriate percentage of time spent in the role shown.)

Professional Capacity	Percentage of Time Spent					
	100%	80-99%	60-79%	40-59%	Below 40%	
Elementary Counsellor	5	1	0	4	9	19 (13)
Secondary Counsellor	41	14	11	11	4	81 (55)
Teacher	2	0	0	9	18	29 (20)
Administrator	6	3	2	4	14	29 (20)
Other (specify) ←	23	11	4	5	9	52 (35)

6. How many years have your served in your present position?

1 yr.	2-3	4 - 6	Over 6 yrs.
17	37	43	50
(12)	(25)	(29)	(34)

* Percentages for items so marked do not total 100 per cent because some counsellors made responses in more than one category.

7. If you are a school counsellor, indicate the number of schools you regularly serve.

Elementary Schools					
1	2	3	4	Over 4	Total
10	3	4	1	1	19 (13)

Secondary Schools			
1	2	Over 2	Total
70	5	6	81 (55)

8. If you are a school counsellor, indicate the total enrollment you personally attempt to serve.

Elementary Schools					
Under 250	250-500	501-750	751-1000	Over 1000	Total
4	7	5	2	1	19 (13)

Secondary Schools					
Under 250	250-500	501-750	751-1000	Over 1000	Total
14	39	13	5	10	81 (55)

* 9. Indicate the number of years you have served in professional positions.

Position	Time Served (in years)					Totals
	0	1	2-3	4-6	over 6	
Counsellor	0	5	25	40	68	138 (94)
Administrator	3	7	13	10	16	49 (33)
Teacher	1	4	18	29	61	113 (77)
← Other (Specify)	0	3	11	12	16	42 (29)
← Other (Specify)						

10. Professional Preparation. (Please write in your response.)

Name of Degree or Diploma	Date Granted	Institution
Bachelor's:	46 (31)	[With Dept. of Education Guidance Cert: 14(10)]
Master's	73 (50)	M.A., M.Sc.: 13(9); M.Ed.:54 (37)
Grad. Diploma	11 (7)	M.P.A.: 1(0.7); M.Ps.O.: 2(1); Licence 3(2)
Doctorate	12 (8)	Ed.D.: 2(1); Ph.D.: 10(7)
Other	5(3)	[St.M.:1 (0.7); D.Min.: 1(0.7); No degree: 3(2)]

11. Have you done course work for university credit beyond the level of the highest degree you have received?

YES	NO
77 (52)	70 (48)

12. Have you completed a thesis?

YES	NO
49 (33)	98 (67)

* 13. Indicate membership status in professional associations.

Name of Association	Member	Non-Member
Provincial Guidance and/or Counselling Association	128 (87)	
Provincial Psychological Association	21 (14)	
Canadian Psychological Association	15 (10)	
American Personnel and Guidance Association	29 (20)	
← Other (Specify)	61 (41)	
← Other (Specify)		

* 14. Indicate the areas in which you have done course work:

Course	Credit Status		
	Graduate Credit	Undergraduate Credit	No Univ. Credit
Principles of guidance	102(69)	32 (22)	23 (16)
Occupational information	81 (55)	16 (11)	32 (22)
Vocational development	88 (60)	15 (10)	26 (18)
Group guidance	78 (53)	20 (14)	38 (22)
Organization and administration of guidance services	85 (58)	15 (10)	29 (20)
Statistics and/or research design	103 (70)	22 (15)	22 (15)
Group counselling and/or group dynamics	84 (57)	16 (11)	34 (23)
Individual testing (WISC, Binet, etc.)	81 (55)	19 (13)	25 (17)
School Administration	30 (20)	22 (15)	31 (21)

Course	Credit Status		
	Graduate Credit	Undergraduate Credit	No Univ. Credit
General psychology	42 (29)	110 (75)	9 (6)
Child and adolescent psychology	63 (43)	73 (50)	8 (5)
Psychology of exceptional children	31 (21)	20 (14)	39 (27)
Psychology of personality	64 (44)	53 (36)	14 (10)
Clinical psychology	24 (16)	21 (14)	30 (20)
Counseling theory	112 (76)	22 (15)	17 (12)
Psychological or educational measurement	89 (61)	41 (28)	13 (9)
Group tests in guidance	82 (56)	28 (19)	29 (20)
Community resources	19 (13)	15 (10)	52 (35)
Mental hygiene	28 (19)	30 (20)	36 (24)
Human relations	52 (35)	22 (15)	34 (23)
Remedial reading	14 (10)	13 (9)	40 (27)
Human development	41 (28)	36 (24)	21 (14)
Abnormal psychology	29 (21)	45 (31)	23 (16)
Psychology of learning	49 (33)	56 (38)	18 (12)
Educational psychology	56 (38)	81 (55)	10 (7)
Other (Specify)	31 (21)	13 (9)	2 (1)
Other (Specify)			

15. Have you had a supervised practicum in counselling? If yes, state duration in months. _____

YES	NO
124 (84)	23 (16)

16. Have you had an internship in counselling? If yes, state duration in months. _____

YES	NO
33 (22)	114 (78)

17. Please mention and elaborate on any functions and/or responsibilities not included in the COUNSELLOR ROLE QUESTIONNAIRE which you are asked to perform, and which you feel restrict your usefulness as a counsellor.

18. Please mention and elaborate on any functions and/or responsibilities not included in the COUNSELLOR ROLE QUESTIONNAIRE which you now perform and which you consider vital to your counselling. (You may also use this space to comment on any items in the questionnaire.)

19. I will 114 (78) will not 33 (22) ask a client to take part in the study. (If your answer is "will not", please explain why not below.)

_____

20. I will 114 (78) will not 33 (22) ask my administrator to take part. (If your answer is "will not", please explain why not below.)

_____

PART III

The purpose of this part of the questionnaire is to elicit your responses describing how frequently you judge you SHOULD perform various functions we have described. We want to learn about the functions counsellors judge they SHOULD perform.

For this part you will respond to the same items on the Counsellor Role Questionnaire that formed PART I, except that you will now be responding in terms of how you judge you SHOULD perform the functions

Therefore, assuming that the situation or occasion arises when the function could be performed, and further assuming that the counsellor has any degree of preparation, experience, time and/or freedom (from the staff or administration) that may be required to perform the function, please indicate your response on the answer sheet by placing a pencil mark between the dotted lines according to the following possible responses:

N - NEVER - meaning: at no time, not ever, or on no occasion SHOULD the counsellor perform this function.

R - RARELY - meaning: seldom, very infrequently, or hardly ever SHOULD the counsellor perform this function.

S - SOMETIMES - meaning: about half of the time the counsellor SHOULD and about half the time the counsellor SHOULD not perform this function.

U - USUALLY - meaning: frequently, most often, or ordinarily the counsellor SHOULD perform this function.

A - ALWAYS - meaning: at all times, SHOULD the counsellor perform this function.

Remember you are to record your choices on the answer sheet in terms of the degree you believe the counsellor SHOULD perform the functions, and in view of the following assumptions:

1. A situation has arisen where the function could be performed.
2. You have any degree of preparation, experience, time and/or freedom (from staff or administration) that may be required.

[redacted] ANSWER SHEET FOR COUNSELLOR - PART III [redacted]

125

[redacted]

157

[redacted]

Indicate response by placing a mark between the guidelines as shown in the example. Use HB pencil. Don't make marks longer than guidelines.

Example

	0	1	2	3	4	5	6	7	8	9
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	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

CAUTION - DO NOT FOLD OR BEND THIS SHEET. USE ONLY BLACK LEAD PENCIL

	A - NEVER	B - RARELY	C - SOMETIMES	D - USUALLY	E - ALWAYS		A - NEVER	B - RARELY	C - SOMETIMES	D - USUALLY	E - ALWAYS
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OVERPRINT ANSWER SHEET

PART IV

The purpose of this part of the questionnaire is to find out why counsellors do not perform some of the functions listed in the Counsellor Role Questionnaire.

Please place a check mark in the space provided alongside any item for which your response was either NEVER or RARELY on PART I of the Counsellor Role Questionnaire. Then place a check mark in the space(s) provided to show the reason(s) you do not perform the function, as in the example.

Example:

Item 1: ✓

Lack of: __ demand ✓ time __ money __ training __ experience

Other: I work in a "crisis center," after clients who need this.

Please begin here:

Item 1: __

Lack of: 11(7) demand 2(1) time 0 money 0 training 0 experience

Other: 3(2)

Item 2: __

Lack of: 7(5) demand 6(4) time 0 money 3(2) training 1(0,7) experience

Other: 2(1)

Item 3: __

Lack of: 8(5) demand 6(4) time 0 money 4(3) training 0 experience

Other: 3(2)

Item 4: __

Lack of: 14(10) demand 10(7) time 0 money 32(22) training 8(5) experience

Other: 12 (8)

Item 5: __

Lack of: 36(24) demand 5(3) time 0 money 11(7) training 8(5) experience

Other: 10 (7)

Item 6: __

Lack of: 40(27) demand 9(6) time 0 money 25(17) training 4(3) experience

Other: 24(16)

Item 7: __
Lack of: 47(32) demand 6(4) time 0 money 10(7) training 1(0.7) experience
Other: 16(11)

Item 8: __
Lack of: 56(38) demand 5(3) time 0 money 35(24) training 9(6) experience
Other: 21(14)

Item 9: __
Lack of: 24(16) demand 39(27) time 0 money 20(14) training 10(7) experience
Other: 10(7)

Item 10: __
Lack of: 29(20) demand 27(18) time 0 money 14(10) training 7(5) experience
Other: 10(7)

Item 11: __
Lack of: 25(17) demand 33(22) time 0 money 7(5) training 5(3) experience
Other: 9(6)

Item 12: __
Lack of: 21(14) demand 29(20) time 5(3) money 25(17) training 10(7) experience
Other: 22(15)

Item 13: __
Lack of: 24(16) demand 24(16) time 5(3) money 7(5) training 6(4) experience
Other: 26(18)

Item 14: __
Lack of: 23(16) demand 17(12) time 1(0.7) money 14(10) training 7(5) experience
Other: 18(12)

Item 15: __
Lack of: 19(13) demand 4(3) time 0 money 3(2) training 0 experience
Other: 9(6)

Item 16: __
Lack of: 22(15) demand 29(20) time 1(0.7) money 10(7) training 4(3) experience
Other: 17 (12)

Item 17: __
Lack of: 27(18) demand 29(20) time 1(0.7) money 0 training 1(0.7) experience
Other; 23(16)

Item 18: __
Lack of: 18(12) demand 23(16) time 0 money 0 training 0 experience
Other: 2(1)

Item 19: __
Lack of: 20(14) demand 8(5) time 0 money 0 training 0 experience
Other: 4(3)

Item 20: __
Lack of: 20(14) demand 4(3) time 1(0.7) money 0 training 0 experience
Other: 3(2)

Item 21: __
Lack of: 10(7) demand 13(9) time 1(0.7) money 2(1) training 1(0.7) experience
Other: 10(7)

Item 22: __
Lack of: 44(30) demand 15(10) time 0 money 3(2) training 1(0.7) experience
Other: 46(31)

Item 23: __
Lack of: 39(27) demand 20(14) time 0 money 0 training 1(0.7) experience
Other: 18(12)

Item 24: __
Lack of: 7(5) demand 3(2) time 0 money 1(0.7) training 0 experience
Other: 1(0.7)

Item 25:
Lack of: 6(4) demand 4(3) time 0 money 0 training 0 experience
Other: 4(3)

Item 26:
Lack of: 17(12) demand 1(0.7) time 0 money 1(0.7) training 0 experience
Other: 4(3)

Item 27:
Lack of: 14(10) demand 4(3) time 0 money 1(0.7) training 0 experience
Other: 6(4)

Item 28:
Lack of: 26(18) demand 2(1) time 0 money 1(0.7) training 1(0.7) experience
Other: 10(7)

Item 29:
Lack of: 17(12) demand 12(8) time 0 money 0 training 0 experience
Other: 2(1)

Item 30:
Lack of: 24(16) demand 16(11) time 0 money 0 training 1(0.7) experience
Other: 2(1)

Item 31:
Lack of: 17(12) demand 12(8) time 0 money 0 training 1(0.7) experience
Other: 3(2)

Item 32:
Lack of: 18(12) demand 6(4) time 0 money 0 training 0 experience
Other: 3(2)

Item 33:
Lack of: 26(18) demand 26(18) time 1(0.7) money 2(1) training 3(2) experience
Other: 7(5)

Item 34: __
Lack of: 48(33) demand 36(24) time 1(0.7) money 1(0.7) training 6(4) experience
Other: 7(5)

Item 35: __
Lack of: 42(29) demand 39(27) time 1(0.7) money 2(1) training 6(4) experience
Other: 5(3)

Item 36: __
Lack of: 23(16) demand 58(39) time 9(6) money 15(10) training 13(9) experience
Other: 12(8)

Item 37: __
Lack of: 28(19) demand 37(25) time 5(3) money 4(3) training 3(2) experience
Other: 9(6)

Item 38: __
Lack of: 8(5) demand 11(7) time 0 money 1(0.7) training 0 experience
Other: 3(2)

Item 39: __
Lack of: 16(11) demand 52(35) time 7(5) money 0 training 1(0.7) experience
Other: 8(5)

Item 40: __
Lack of: 25(17) demand 17(12) time 1(0.7) money 0 training 0 experience
Other: 4(3)

Item 41: __
Lack of: 48(33) demand 23(16) time 0 money 1(0.7) training 1(0.7) experience
Other: 26(18)

Item 42: __
Lack of: 21(14) demand 7(5) time 0 money 0 training 0 experience
Other: 16(11)

Item 43: __

Lack of: 29(20) demand 9(6) time 0 money 0 training 0 experience

Other: 16(11)

Item 44: __

Lack of: 16(11) demand 5(3) time 1(0.7) money 0 training 0 experience

Other: 13(9)

IMPORTANT:

Please ensure that all answer sheets are completed. You should enclose the questionnaire booklet and the two IBM answer sheets, seal the envelope, and mail it.

Thank you for your cooperation. We now look forward to sharing the cross-Canada results with you.

SURVEY OF PRESENT AND PREFERRED FUNCTIONS FOR COUNSELLORS IN A VARIETY OF WORK SETTINGS

THE UNIVERSITY OF ALBERTA
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

QUESTIONNAIRE BOOKLET FOR CLIENT

1

Please return answer sheet, in envelope provided, to:

Thomas H. Brown
Department of Educational Psychology
Faculty of Education
The University of Alberta
Edmonton, Alberta.

SURVEY OF PRESENT AND PREFERRED FUNCTIONS
FOR COUNSELLORS IN A VARIETY OF WORK SETTINGS

THE UNIVERSITY OF ALBERTA
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

Dear Client:

We are conducting an extensive survey of counselling as practised in a variety of work settings in Canada. Your counsellor has agreed to participate in this research. We hope that you will too, as we are trying to find out what various people, such as yourself, expect of counsellors. We wish to know what kinds of work you feel counsellors SHOULD BE doing.

Your opinions are of great importance to us, because you are the only one who can tell us what you expect when you visit a counsellor.

We hope that you will help us by responding to the questionnaire which begins on the next page. The questionnaire will only require about 15-20 minutes of your time.

All responses should be made on the enclosed answer sheet. Once completed, the answer sheet is to be placed in the enclosed envelope, sealed, and mailed directly to us. The questionnaire booklet need not be returned.

We apologize that due to limited funding these materials are only available in the English language.

All responses to the questionnaire will be considered confidential and will be treated as such. We would appreciate receiving these results as soon as possible. Thank you for your cooperation and help.

Yours sincerely,

John G. Paterson, Ed.D.
Professor of Education

Thomas H. Brown, M.Ed.,
Graduate Student

DIRECTIONS

The purpose of this questionnaire is to elicit your response describing how frequently you judge counsellors SHOULD perform the various functions we have described. We want to learn about the functions that clients judge SHOULD be performed by counsellors.

Therefore, assuming that the situation or occasion arises when the function could be performed, and further assuming that the counsellor has any degree of preparation, experience, time and/or freedom that may be required to perform the function, please indicate your response on the answer sheet by placing a pencil mark between the dotted lines according to the following possible responses:

N - NEVER - meaning: at no time, not ever, or on no occasion SHOULD the counsellor perform this function.

R - RARELY - meaning: seldom, very infrequently, or hardly ever SHOULD the counsellor perform this function.

S - SOMETIMES - meaning: about half of the time the counsellor SHOULD and about half of the time the counsellor SHOULD not perform this function.

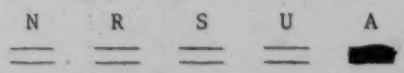
U - USUALLY - meaning: frequently, most often, or ordinarily the counsellor SHOULD perform this function.

A - ALWAYS - meaning: at all times, SHOULD the counsellor perform this function.

Remember you are to record your choices on the answer sheet in terms of the degree you believe the counsellor SHOULD perform the functions, and in view of the following assumptions:

1. A situation has arisen where the function could be performed.
2. The counsellor has any degree of preparation, experience, time and/or freedom that may be required.

Example: (If your response is ALWAYS)



Please be sure to make only one response for each item on the opinionnaire and please use a pencil.

ANSWER SHEET FOR CLIENT

925

[redacted]

167 [redacted]

Indicate response by placing a mark between the guidelines as shown in the example. Use HB pencil. Don't make marks longer than guidelines.

Example —

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

N - NEVER
R - RARELY
S - SOMETIMES
U - USUALLY
A - ALWAYS

							N - NEVER	R - RARELY	S - SOMETIMES	U - USUALLY	A - ALWAYS
1						38					
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CAUTION — AVOID PLACING ANY MARKS AMONG THE BLACK TIMING LINES

OVERPRINT ANSWER SHEET

COUNSELLOR ROLE QUESTIONNAIRE

SURVEY OF PRESENT AND PREFERRED FUNCTIONS FOR COUNSELLORS IN A VARIETY OF WORK SETTINGS

THE UNIVERSITY OF ALBERTA
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

QUESTIONNAIRE BOOKLET FOR ADMINISTRATOR

Please return answer sheet, in envelope provided, to:

Thomas N. Brown
Department of Educational Psychology
Faculty of Education
The University of Alberta
Edmonton, Alberta.

SURVEY OF PRESENT AND PREFERRED FUNCTIONS
FOR COUNSELLORS IN A VARIETY OF WORK SETTINGS

THE UNIVERSITY OF ALBERTA
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

Dear Administrator:

We are conducting an extensive study of counselling as practised in a variety of work settings in Canada. We invite you to participate in this research, because we want to know what you feel counsellors SHOULD BE doing.

Your opinions are of great importance to us, because we feel that the administrators' views about the counsellors' role have a great effect on what counsellors actually do.

We hope that you will help us by responding to the questionnaire which begins on the next page. The questionnaire will only require about 15-20 minutes of your time.

All responses should be made on the enclosed answer sheet. Once completed, the answer sheet is to be placed in the enclosed envelope, sealed, and mailed directly to us. The questionnaire booklet need not be returned.

We apologize that due to limited funding these materials are only available in the English language.

All responses to the questionnaire will be considered confidential and will be treated as such. We would appreciate receiving these results as soon as possible. Thank you for your cooperation and help.

Yours sincerely,

John G. Paterson, Ed.D.,
Professor of Education

Thomas H. Brown, M.Ed.,
Graduate Student

DIRECTIONS

The purpose of this questionnaire is to elicit your response describing how frequently you judge counsellors SHOULD perform the various functions we have described. We want to learn about the functions that administrators judge SHOULD be performed by counsellors.

Therefore, assuming that the situation or occasion arises when the function could be performed, and further assuming that the counsellor has any degree of preparation, experience, time and/or freedom that may be required to perform the function, please indicate your response on the answer sheet by placing a pencil mark between the dotted lines according to the following possible responses:

N -NEVER - meaning: at no time, not ever, or on no occasion SHOULD the counsellor perform this function.

R - RARELY - meaning: seldom, very infrequently, or hardly ever SHOULD the counsellor perform this function.

S - SOMTIMES - meaning: about half of the time the counsellor SHOULD and about half of the time the counsellor SHOULD not perform this function.

U - USUALLY - meaning: frequently, most often, or ordinarily the counsellor SHOULD perform this function.

A - ALWAYS - meaning: at all times, SHOULD the counsellor perform this function.

Remember you are to record your choices on the answer sheet in terms of the degree you believe the counsellor SHOULD perform the functions, and in view of the following assumptions:

1. A situation has arisen where the function could be performed.
2. The counsellor has any degree of preparation, experience, time and/or freedom that may be required.

Example: (If your response is ALWAYS)

N R S U A

Please be sure to make only one response for each item on the opinionnaire and please use a pencil.

ANSWER SHEET FOR ADMINISTRATOR

[redacted]

[redacted]

Indicate response by placing a mark between the guidelines as shown in the example. Use NO pencil. Avoid stray marks. Erase completely.

Example

—

[redacted]

172

0	1	2	3	[redacted]	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

B - SEVER
R - RARELY
S - SOMETIMES
U - USUALLY
A - ALWAYS

B - SEVER
R - RARELY
S - SOMETIMES
U - USUALLY
A - ALWAYS

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CAUTION - NOTE PAGE AND SHEET NUMBERS

ADMINISTRATOR ANSWER SHEET

COUNSELLOR ROLE QUESTIONNAIRE

APPENDIX F.

COUNSELLOR DATA BLANK

THE UNIVERSITY OF ALBERTA DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

DIRECTIONS

Please complete the Counsellor Data Blank which follows, by filling in the information required. If the responses that we have chosen do not apply in your case, please feel free to make comments. If you run out of space, continue your response overleaf.

ALL RESPONSES WILL BE CONSIDERED CONFIDENTIAL, AND WILL BE TREATED AS SUCH.

Please return to:

Mr. Thomas h. Brown
Department of Educational Psychology
Faculty of Education
The University of Alberta
EDMONTON, Alberta

1. Sex: M ___ F ___ 2. Marital Status: _____ 3. Age: ___

4. Educational level of clients (i.e. elementary, secondary school, college, not presently in school, etc.) _____

5. I counsel mainly: ___ mature adults ___ children (approx. age ___) (check one)

6. (a) Percentage of time spent counselling: ___
Percentage of time spent at other duties:
(specify type of duty and percentage of time spent)

Duties	Percentage of Time Spent
_____	_____
_____	_____
_____	_____

(b) How many years have you served in your present position? _____

7. (a) If you are a school counsellor, indicate how many schools you regularly serve, the total enrollment you attempt to serve and the number of counselors serving this enrollment.

No. of elementary schools	___	No. of secondary schools	___
Total Enrollment	___	Total Enrollment	___
No. of Counsellors	___	No. of Counsellors	___

(b) Indicate percentage of time spent at elementary level _____
Indicate percentage of time spent at secondary school level _____

8. Indicate how many years experience you have had in each area:

Area	Years Experience
i. Counselling	_____
ii. Administration	_____
iii. Teaching	_____
iv. Other (specify)	_____
_____	_____
_____	_____
_____	_____

9. (a) List your university degrees and diplomas:

Name of Degree or Diploma	Institution & Date of Degree

(b) Have you done course work for University credit beyond the level of the highest degree you have received? _____

10. Indicate membership in professional associations:

Name of Association	No. of Years You Have Been a Member

11. (a) Indicate the areas in which you have earned credit or are presently studying:

Course	No. of Courses Undergraduate	No. of Courses Graduate
Principles of guidance		
Occupational information		
Vocational development		
Group guidance		
Organization and administration of guidance services		
Statistics and/or research design		
Group counselling and/or group dynamics		
Individual testing (WISC, Binet, etc.)		
School Administration		
General psychology		
Child and adolescent psychology		
Psychology of exceptional children		
Psychology of personality		
Clinical psychology		
Counseling theory		

Course	No. of Courses Undergraduate	No. of Courses Graduate
Psychological or educational measurement		
Group tests in guidance		
Community resources		
Mental hygiene		
Human relations		
Remedial reading		
Human development		
Abnormal psychology		
Psychology of learning		
Educational psychology		

(b) i. Have you had a supervised practicum in counselling? _____
Duration? _____

ii. Have you had a supervised internship in counselling? _____
Duration? _____

iii. Have you completed a thesis? _____ Level? _____

(c) What other courses have been helpful to you in your counselling? (Specify)

_____

_____

_____

_____

12. Please mention and elaborate on any functions and/or responsibilities not included in the Counsellor Role Questionnaire which you are asked to perform, and which you feel restrict your usefulness as a counsellor.

13. Please mention and elaborate on any functions and/or responsibilities not included in the Counsellor Role Questionnaire which you now perform and which you consider vital to your counselling. (You may also use this space to comment concerning any items in the questionnaire.)

COUNSELLOR ROLE QUESTIONNAIRE

THE UNIVERSITY OF ALBERTA
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

DIRECTIONS

Please read each item, and use a pencil to indicate your responses on the separate answer sheet provided, according to the following possible responses:

N - Never
R - Rarely
S - Sometimes
U - Usually
A - Always

EXAMPLE: (If your response is ALWAYS)

	N	R	S	U	A
1.	-----	-----	-----	-----	■

Remember to make responses in pencil, on the separate answer sheet. Be sure to make only one response for each item on the questionnaire. It is not necessary to identify yourself.

COUNSELLOR ROLE QUESTIONNAIRE

1. Perform counselling functions:

   a) Vocational problems. (Consider such things as: future occupational plans, work experience, etc.)

   b) Educational problems. (Consider such things as: future educational plans, choice of college or trade school, apprenticeship training etc.)

   c) Social-recreational problems. (Consider such things as: awkwardness in meeting people, participation in activities, appearance, etiquette, etc.)

   d) Social-psychological problems. (Consider such things as: likes and dislikes for people, arguments, jealousy, etc.)

   e) Personal-psychological problems. (Consider such things as: feelings of self-confidence, temper, day-dreaming psychosomatic illnesses, etc.)

   f) Home and family problems. (Consider such things as: marital difficulties attitudes toward parents, sibling rivalry, etc.)

   g) Emotional-psychological problems. (Consider such things as: neurotic conditions, mild psychotic cases, pathological attitudes, etc.)

   h) Moral and religious problems. (Consider such things as: religious conflicts, immoral actions, values, etc.)

   i) Health and physical development problems. (Consider such things as: eating habits, complexion, posture, drug usage, etc.)

   j) Dating and marriage problems. (Consider such things as: male-female relationships, premarital sex, going steady, bashfulness, etc.)

   k) Finances and employment problems. (Consider such things as: budgeting, hours of work, working conditions, relationships with superior and subordinates, etc.)

   l) Legal problems. (Consider such things as: breaches of criminal code, civil actions, probation and parole).

2. Conduct group dynamics sessions so that individuals may better understand the way groups operate and their own role in groups.

3. Conduct group counselling sesssions for clients with similar problems (such as low self-esteem, sexual problems, fears, etc.)

4. Conduct groups of a didactic or instructional nature which focus on a particular area of human concern (such as human sexuality, handling tension and anxiety, improving study habits, etc.)

5. Assume major responsibility for a psychological testing program.

6. Assist with, but not asssume major responsibility for, a psychological testing program.

7. Administer psychological tests, but not as part of a formal testing program.

8. Use result of psychological tests administered by others.

9. Score psychological tests.

10. Record the results of psychological testing in a file.

11. Conduct case studies of individual clients.

12. Interview relatives, instructors, or employers of the client with his (her) permission.

13. Routinely seek information regarding the client with his (her) permission.

14. Record notes of counselling interviews with clients for own future reference.

15. Record notes of counselling interviews with clients for use outside the counsellor's office.

16. Maintain a record of number of clients seen and type of presenting problem for periodic report to superiors.

33. Interpret counselling services to other professionals (such as teachers, nurses, psychologists, administrators) by means of speeches, talks, seminars, etc.

34. Interpret counselling services to the public through speeches, talks, seminars, etc.

35. Interpret counselling services to members of the other helping professions and community helping agencies, through speeches, talks, seminars, etc.

36. Assume major responsibility for a program of counselling research of an evaluative or other type.

37. Assist with, but not assume major responsibility for, a program of counselling research of an evaluative or other type.

38. Conduct counselling research of an evaluative or other type, but not as part of a formal program.

39. Apply results of counselling research done by others to own counselling practice.

40. Assume major responsibility for a follow-up study with clients who have terminated the counselling relationship.

41. Assist wit, but not assume major responsibility for, a follow-up study with clients who have terminated the counselling relationship.

42. Perform only incidental follow-up functions.

APPENDIX G

COUNSELLOR ROLE QUESTIONNAIRE

USE SEPARATE ANSWER SHEET

1. Provide counselling for clients who have vocational problems. (Consider such things as: future occupational plans, work experience, etc.)

2. Provide counselling for clients who have educational problems. (Consider such things as: future educational plans, choice of college or trade school, apprenticeship training, etc.)

3. Provide counselling for clients who have social-recreational problems. (Consider such things as: awkwardness in meeting people, participation in activities, appearance, etiquette, etc.)

4. Provide counselling for clients who have social-psychological problems. (Consider such things as: likes and dislikes for people, arguments, jealousy, etc.)

5. Provide counselling for clients who have personal-psychological problems. (Consider such things as: feelings of self-confidence, temper, day-dreaming, psychosomatic illnesses, etc.)

6. Provide counselling for clients who have home and family problems. (Consider such things as: marital difficulties, attitudes toward parents, sibling rivalry, etc.)

7. Provide counselling for clients who have emotional-psychological problems. (Consider such things as: neurotic conditions, mild psychotic cases, pathological attitudes, etc.)

8. Provide counselling for clients who have moral and religious problems. (Consider such things as: religious conflicts, immoral actions, values, etc.)

9. Provide counselling for clients who have health and physical development problems. (Consider such things as: eating habits, complexion, posture, drug usage.)

10. Provide counselling for clients who have dating problems. (Consider such things as: male-female relationships, premarital sex, going steady, bashfulness, etc.)

11. Provide counselling for clients who have financial and employment problems. (Consider such things as: budgeting, hours of work, working conditions, relationships with superiors and subordinates, etc.)

12. Provide counselling for clients who have legal problems. (Consider such things as: breaches of criminal code, civil actions, probation and parole.)

13. Conduct group dynamics sessions so that individuals may better understand the way groups operate and their own role in groups.

14. Conduct group counselling sessions for clients with similar problems (such as low self-esteem, sexual problems, fears, etc.)

15. Conduct groups of a didactic or instructional nature which focus on a particular area of human concern (such as human sexuality, handling tension and anxiety, improving study habits, etc.)

16. Assume major responsibility for a psychological testing program.

17. Assist with, but not assume major responsibility for, a psychological testing program.

18. Administer psychological tests.

19. Use results of psychological tests administered by others.

20. Score psychological tests.

21. Record the results of psychological testing in a file.

22. Conduct case studies of individual clients.

23. Interview relatives, instructors, or employers of the client with his (her) permission.

24. Seek information regarding the client with his (her) permission from other professionals who have rendered services.

25. Record notes of counselling interviews with clients for own future reference.

26. Record notes of counselling interviews with clients for use outside the counsellor's office.

27. Maintain a record of number of clients seen and type of presenting problem for periodic report to superiors.

28. Provide information regarding family life.

29. Provide information regarding interpersonal relationships.

30. Provide vocational information.

31. Provide information regarding educational programs.

32. Provide information regarding personal adjustment.

33. Refer clients with specific problems to psychologists.

34. Refer clients to speech therapists.

35. Refer clients with specific problems to psychiatrists.

36. Refer clients with specific problems to community agencies.

37. Refer clients with specific problems to other counsellors.

38. Plan and coordinate in-service programs of an educational nature for other professionals (such as teachers, nurses, psychologists, and administrators).

39. Assist with, but not assume major responsibility for, in-service programs for other professionals (such as teachers, nurses, psychologists, and administrators).

40. Work in consulting relationship with members of other helping professions such as psychiatrists, psychologists, nurses, speech therapists, remedial teachers, etc.)

41. Work in a consulting relationship with counsellors in other settings.

42. Maintain consultive contact with community helping agencies.

43. Work in consulting relationships with client's relatives, instructors, or employers; with his (her) permission.

44. Interpret counselling services to other professionals (such as teachers, nurses, psychologists, administrators) by means of speeches, talks, seminars, etc.

45. Interpret counselling services to the public through speeches, talks, seminars, etc.

46. Interpret counselling services to members of the other helping professions and community helping agencies, through speeches, talks, seminars, etc.

47. Assume major responsibility for a program of counselling research of an evaluative or other type.

48. Assist with, but not assume major responsibility for, a program of counselling research of an evaluative or other type.

49. Conduct counselling research of an evaluative or other type.

50. Apply results of counselling research done by others to own counselling practice.

51. Assume major responsibility for a follow-up study will all clients who have terminated the counselling relationship.

52. Assist with, but not assume major responsibility for, a follow-up study with all clients who have terminated the counselling relationship.

53. Perform follow-up functions with clients who present with certain pre-selected categories of problems (such as when the counsellor is concerned for the safety of the client).

APPENDIX H

CORRELATION MATRIX FOR COUNSELLOR ROLE QUESTIONNAIRE PART I (COUNSELLOR "DO") RESPONSES
FOR A GROUP OF 35 COUNSELLORS

COLUMN	1	2	3	4	5	6	7	8	9	10
Row 1	1.000									
Row 2	0.893	1.000								
Row 3	0.423	0.536	1.000							
Row 4	0.435	0.466	0.819	1.000						
Row 5	0.406	0.415	0.685	0.844	1.000					
Row 6	0.509	0.428	0.488	0.706	0.739	1.000				
Row 7	0.241	0.260	0.339	0.554	0.669	0.441	1.000			
Row 8	0.54]	0.575	0.739	0.664	0.505	0.519	0.414	1.000		
Row 9	0.497	0.469	0.569	0.646	0.512	0.488	0.405	0.667	1.000	
Row 10	0.486	0.498	0.697	0.670	0.560	0.506	0.407	0.874	0.705	1.000
Row 11	0.426	0.375	0.343	0.265	0.179	0.360	0.112	0.306	0.266	0.147
Row 12	0.212	0.175	0.125	0.236	0.047	0.223	0.000	0.170	0.215	0.042
Row 13	-0.128	0.004	0.371	0.242	0.190	0.254	-0.060	0.251	0.134	0.319
Row 14	0.009	0.031	0.546	0.407	0.313	0.233	-0.043	0.352	0.282	0.380
Row 15	0.294	0.206	0.348	0.276	0.155	0.434	-0.084	0.375	0.316	0.501
Row 16	0.198	0.291	0.461	0.306	0.181	0.001	0.028	0.189	-0.032	0.247
Row 17	-0.104	-0.022	0.042	-0.004	0.094	-0.100	0.052	0.016	0.068	-0.063
Row 18	0.264	0.270	0.356	0.210	0.301	0.097	-0.032	0.056	-0.056	0.088
Row 19	0.197	0.125	-0.007	0.121	0.194	0.191	-0.006	-0.180	-0.003	-0.080
Row 20	0.077	0.080	0.068	-0.048	0.085	-0.023	-0.140	-0.155	-0.304	-0.190
Row 21	-0.088	-0.003	0.213	-0.032	-0.100	-0.105	-0.192	0.119	-0.150	-0.036
Row 22	0.050	-0.024	0.133	0.245	0.091	0.254	-0.190	0.095	-0.011	0.056
Row 23	0.208	0.214	0.289	0.419	0.373	0.442	0.000	0.195	0.170	0.130
Row 24	0.336	0.418	0.382	0.451	0.425	0.411	0.121	0.151	0.257	0.162
Row 25	0.091	0.038	0.158	0.229	0.168	0.291	0.196	0.119	0.336	0.102
Row 26	-0.271	-0.281	-0.004	0.039	0.123	-0.064	0.112	0.006	0.121	0.053
Row 27	0.006	-0.066	0.065	0.177	0.141	-0.058	0.082	-0.144	0.263	-0.079
Row 28	0.360	0.462	0.498	0.634	0.490	0.527	0.207	0.570	0.479	0.656
Row 29	0.35]	0.305	0.457	0.548	0.529	0.606	0.210	0.531	0.500	0.602
Row 30	0.663	0.644	0.213	0.204	0.071	0.188	-0.078	0.171	0.138	0.204
Row 31	0.425	0.481	-0.050	-0.105	-0.140	-0.124	-0.263	-0.049	0.000	-0.021
Row 32	0.445	0.493	0.464	0.544	0.542	0.547	0.271	0.407	0.431	0.498
Row 33	0.125	0.259	0.362	0.202	0.110	-0.025	-0.294	0.151	0.184	0.098
Row 34	0.415	0.440	0.183	0.181	0.264	0.303	0.039	0.150	0.161	0.095
Row 35	0.617	0.639	0.256	0.211	0.245	0.347	0.101	0.236	0.074	0.166
Row 36	0.438	0.373	0.169	0.177	0.179	0.253	-0.064	0.031	0.173	-0.002
Row 37	0.349	0.309	0.477	0.503	0.448	0.475	0.167	0.396	0.481	0.484
Row 38	-0.015	0.148	0.530	0.326	0.185	0.104	0.007	0.325	0.144	0.239
Row 39	0.184	0.301	0.312	0.142	0.150	0.129	0.107	0.40]	0.070	0.272
Row 40	0.357	0.341	0.336	0.374	0.440	0.283	0.255	0.151	0.304	0.098
Row 41	0.259	0.170	0.221	0.319	0.219	0.223	-0.074	0.091	0.195	0.073
Row 42	0.403	0.367	0.379	0.446	0.301	0.419	0.043	0.255	0.326	0.149
Row 43	0.222	0.265	0.318	0.351	0.292	0.355	0.191	0.125	0.203	0.062
Row 44	0.084	0.230	0.428	0.241	0.196	0.019	0.019	0.244	-0.019	0.104
Row 45	0.243	0.191	0.324	0.088	0.078	0.036	-0.227	0.274	0.160	0.202
Row 46	0.196	0.165	0.364	0.161	0.076	0.011	-0.115	0.291	0.179	0.197
Row 47	0.068	0.012	0.165	0.015	-0.075	-0.038	-0.23[illegible]	0.060	0.041	-0.103
Row 48	0.219	0.275	0.314	0.19]	0.171	0.112	-0.069	0.211	-0.054	0.208
Row 49	0.126	0.081	0.285	0.140	-0.019	0.144	-0.240	0.230	0.127	0.089
Row 50	0.062	-0.037	0.218	0.285	0.314	0.327	0.071	0.076	0.131	0.151

APPENDIX H (continued)

COLUMN	11	12	13	14	15	16	17	18	19	20
Row 1	0.426	0.212	-0.128	0.009	0.294	0.198	-0.104	0.264	0.197	0.077
Row 2	0.375	0.175	0.004	0.031	0.206	0.291	-0.022	0.270	0.125	0.080
Row 3	0.343	0.125	0.371	0.546	0.348	0.461	0.042	0.356	-0.007	0.068
Row 4	0.265	0.236	0.242	0.407	0.276	0.306	-0.004	0.210	0.121	-0.048
Row 5	0.179	0.47	0.190	0.313	0.155	0.181	0.094	0.301	0.194	0.085
Row 6	0.360	0.223	0.254	0.233	0.434	0.001	-0.100	0.097	0.191	-0.023
Row 7	0.112	0.000	-0.060	-0.043	-0.084	0.028	0.052	-0.032	-0.006	-0.140
Row 8	0.306	0.170	0.251	0.352	0.375	0.189	0.016	0.056	-0.180	-0.155
Row 9	0.266	0.215	0.134	0.282	0.316	-0.032	0.068	-0.056	-0.003	-0.304
Row 10	0.147	0.042	0.319	0.380	0.501	0.247	-0.063	0.088	-0.080	-0.190
Row 11	1.000									
Row 12	0.408	1.000								
Row 13	0.281	0.113	1.000							
Row 14	0.236	-0.168	0.515	1.000						
Row 15	0.140	-0.026	0.305	0.541	1.000					
Row 16	0.102	0.190	0.086	0.064	0.046	1.000				
Row 17	0.177	-0.086	-0.114	0.123	-0.117	-0.209	1.000			
Row 18	0.160	-0.022	0.011	0.139	-0.041	0.711	0.120	1.000		
Row 19	0.043	-0.024	0.004	0.167	0.136	0.126	0.082	0.370	1.000	
Row 20	-0.020	-0.072	-0.051	-0.102	-0.303	0.565	-0.141	0.744	0.310	1.000
Row 21	0.211	0.181	0.130	-0.131	-0.276	0.467	0.047	0.420	-0.245	0.512
Row 22	0.227	0.308	0.277	0.125	0.137	0.423	-0.259	0.206	0.117	0.261
Row 23	0.363	0.281	0.277	0.150	0.160	0.292	0.158	0.307	0.195	0.298
Row 24	0.410	0.237	0.217	0.207	0.172	0.338	0.186	0.234	0.408	0.192
Row 25	0.087	0.101	0.053	0.197	0.021	0.012	0.048	0.235	0.275	0.147
Row 26	0.182	0.165	0.297	0.229	-0.056	-0.004	0.206	0.073	0.065	-0.060
Row 27	-0.034	-0.037	-0.069	0.115	-0.056	0.025	-0.044	-0.003	0.314	0.017
Row 28	0.124	0.191	0.391	0.213	0.326	0.403	-0.072	0.149	0.163	0.097
Row 29	0.225	0.069	0.394	0.415	0.425	0.241	0.019	0.188	0.319	0.125
Row 30	0.376	0.105	-0.015	-0.098	0.150	0.350	-0.113	0.277	0.256	0.191
Row 31	0.193	-0.053	-0.085	-0.168	0.026	0.225	-0.133	0.151	0.098	0.120
Row 32	0.344	0.022	0.272	0.253	0.347	0.377	0.123	0.271	0.245	0.137
Row 33	0.238	0.040	0.326	0.257	0.088	0.183	-0.010	0.018	-0.113	-0.036
Row 34	0.338	0.155	0.075	0.012	0.091	0.061	0.013	-0.066	0.072	0.088
Row 35	0.384	0.234	0.140	-0.149	0.139	0.305	-0.179	0.149	0.065	0.212
Row 36	0.485	0.120	0.074	0.165	0.099	0.103	-0.065	0.038	0.146	0.087
Row 37	0.304	0.104	0.349	0.449	0.537	0.204	-0.114	0.112	0.138	-0.119
Row 38	0.223	0.190	0.405	0.337	0.097	0.621	-0.088	0.339	0.141	0.345
Row 39	0.404	0.265	0.395	0.182	0.135	0.418	0.218	0.085	0.014	0.0
Row 40	0.137	-0.030	-0.073	0.162	0.104	0.172	-0.031	0.183	0.289	0.193
Row 41	0.248	0.123	0.114	0.259	0.227	0.141	-0.083	0.023	0.219	-0.022
Row 42	0.378	0.280	0.229	0.260	0.172	0.239	-0.044	0.096	0.228	0.137
Row 43	0.359	0.0	0.155	0.209	0.096	0.296	0.147	0.346	0.362	0.308
Room 44	0.367	0.130	0.287	0.334	-0.100	0.538	0.208	0.402	0.003	0.393
Row 45	0.315	0.130	0.252	0.273	0.151	0.348	-0.158	0.351	-0.003	0.378
Row 46	0.245	0.228	0.218	0.186	0.196	0.322	-0.111	0.156	-0.074	0.230
Row 47	0.277	0.324	0.064	0.037	-0.019	0.461	-0.122	0.371	0.115	0.498
Row 48	0.182	0.143	0.209	0.234	0.281	0.326	-0.096	0.065	-0.175	0.065
Row 49	0.278	0.189	0.238	0.318	0.199	0.371	-0.195	0.289	0.096	0.417
Row 50	0.297	-0.114	0.386	0.500	0.185	0.086	0.023	0.259	0.481	0.310

APPENDIX H (continued)

COLUMN	21	22	23	24	25	26	27	28	29	30
Row 1	-0.088	0.050	0.208	0.336	0.091	-0.271	0.006	0.360	0.352	0.663
Row 2	-0.003	-0.024	0.214	0.418	0.038	-0.281	-0.066	0.461	0.305	0.644
Row 3	0.213	0.133	0.289	0.382	0.158	-0.004	0.065	0.498	0.457	0.213
Row 4	-0.032	0.245	0.419	0.451	0.229	0.039	0.177	0.634	0.548	0.204
Row 5	-0.100	0.091	0.373	0.425	0.168	0.123	0.141	0.490	0.529	0.071
Row 6	-0.105	0.254	0.442	0.411	0.291	-0.063	-0.058	0.528	0.606	0.188
Row 7	-0.192	-0.190	0.000	0.121	0.196	0.112	0.082	0.207	0.210	-0.078
Row 8	0.119	0.095	0.195	0.151	0.119	0.006	-0.144	0.570	0.531	0.171
Row 9	-0.150	-0.011	0.170	0.257	0.336	0.121	0.263	0.479	0.500	0.138
Row 10	-0.036	0.056	0.130	0.162	0.102	0.053	-0.079	0.656	0.602	0.204
Row 11	0.211	0.227	0.363	0.410	0.087	0.182	-0.034	0.124	0.225	0.376
Row 12	0.181	0.308	0.281	0.237	0.101	0.165	-0.037	0.191	0.069	0.105
Row 13	0.130	0.277	0.277	0.217	0.053	0.297	-0.069	0.391	0.394	-0.015
Row 14	-0.131	0.125	0.150	0.207	0.197	0.229	0.115	0.213	0.415	-0.098
Row 15	-0.276	0.137	0.160	0.172	0.021	-0.056	-0.056	0.326	0.425	0.150
Row 16	0.467	0.423	0.292	0.338	0.012	-0.004	0.025	0.403	0.241	0.350
Row 17	0.047	-0.259	0.158	0.186	0.048	0.206	-0.044	-0.072	0.019	-0.113
Row 18	0.420	0.206	0.307	0.234	0.235	0.073	-0.003	0.149	0.188	0.277
Row 19	-0.245	0.117	0.195	0.408	0.275	0.065	0.314	0.163	0.319	0.258
Row 20	0.512	0.261	0.298	0.192	0.147	-0.060	0.017	0.097	0.125	0.191
Row 21	1.000									
Row 22	0.367	1.000								
Row 23	0.251	0.693	1.000							
Row 24	0.108	0.428	0.680	1.000						
Row 25	0.116	-0.018	0.036	-0.031	1.000					
Row 26	0.016	0.246	0.235	0.114	0.178	1.000				
Row 27	-0.164	0.276	0.165	0.158	0.175	0.301	1.000			
Row 28	0.095	0.433	0.586	0.568	0.060	0.030	-0.026	1.000		
Row 29	0.053	0.411	0.551	0.597	0.246	0.230	0.032	0.815	1.000	
Row 30	0.139	0.215	0.336	0.464	-0.024	-0.275	-0.096	0.411	0.329	1.000
Row 31	0.020	0.123	0.211	0.290	-0.303	-0.198	-0.111	0.297	0.115	0.713
Row 32	0.070	0.355	0.537	0.646	0.068	0.063	0.044	0.805	0.770	0.482
Row 33	0.195	0.442	0.373	0.394	-0.362	0.101	0.346	0.320	0.174	0.242
Row 34	0.195	0.286	0.396	0.604	-0.305	-0.189	0.226	0.359	0.270	0.305
Row 35	0.160	0.300	0.378	0.590	-0.347	-0.289	-0.041	0.382	0.259	0.530
Row 36	0.002	0.361	0.385	0.641	-0.095	-0.015	0.274	0.263	0.398	0.467
Row 37	-0.109	0.424	0.441	0.509	0.054	0.362	0.208	0.457	0.637	0.281
Row 38	0.455	0.457	0.338	0.427	0.025	0.152	0.161	0.430	0.414	0.095
Row 40	0.367	0.233	0.259	0.361	-0.105	0.282	-0.220	0.269	0.277	0.177
Row 41	-0.062	0.583	0.461	0.555	-0.219	0.164	0.445	0.311	0.388	0.228
Row 42	0.183	0.482	0.498	0.733	0.105	-0.078	0.176	0.512	0.582	0.447
Row 43	0.389	0.426	0.538	0.622	0.379	-0.049	0.111	0.393	0.464	0.431
Row 44	0.441	0.414	0.520	0.552	-0.065	0.167	0.014	0.300	0.302	0.234
Row 45	0.377	0.495	0.393	0.295	-0.168	0.281	0.155	0.144	0.249	0.159
Row 46	0.329	0.364	0.338	0.339	-0.164	0.274	0.204	0.202	0.287	0.134
Row 47	0.564	0.505	0.355	0.344	0.031	0.150	0.217	0.101	0.195	0.064
Row 48	0.151	0.413	0.286	0.375	-0.337	0.137	-0.042	0.280	0.187	0.185
Row 49	0.408	0.450	0.288	0.263	0.048	-0.067	0.126	0.193	0.282	0.027
Row 50	0.107	0.291	0.323	0.454	0.292	0.234	0.228	0.273	0.535	0.055

APPENDIX H (continued)

COLUMN	31	32	33	34	35	36	37	38	39	40
Row 1	0.425	0.445	0.125	0.415	0.617	0.438	0.349	-0.015	0.184	0.357
Row 2	0.481	0.493	0.259	0.440	0.639	0.373	0.309	0.148	0.301	0.341
Row 3	-0.050	0.464	0.36]	0.183	0.256	0.169	0.477	0.530	0.312	0.336
Row 4	-0.105	0.544	0.202	0.181	0.211	0.177	0.503	0.326	0.142	0.374
Row 5	-0.140	0.54]	0.110	0.264	0.245	0.179	0.448	0.185	0.150	0.440
Row 6	-0.124	0.547	-0.025	0.303	0.347	0.253	0.475	0.104	0.129	0.283
Row 7	-0.263	0.271	-0.294	0.039	0.101	-0.064	0.167	0.007	0.107	0.255
Row 8	-0.049	0.407	0.151	0.150	0.236	0.031	0.396	0.325	0.402	0.151
Row 9	0.000	0.431	0.184	0.161	0.074	0.173	0.481	0.144	0.070	0.304
Row 10	-0.021	0.498	0.098	0.095	0.166	-0.002	0.484	0.239	0.272	0.098
Row 11	0.193	0.344	0.238	0.338	0.384	0.489	0.304	0.223	0.404	0.137
Row 12	-0.053	0.022	0.040	0.155	0.234	0.120	0.104	0.190	0.265	-0.030
Row 13	-0.085	0.272	0.326	0.075	0.140	0.074	0.349	0.405	0.395	-0.073
Row 14	-0.168	0.253	0.257	0.012	-0.149	0.165	0.449	0.337	0.182	0.162
Row 15	0.026	0.347	0.088	0.091	0.139	0.099	0.537	0.097	0.135	0.104
Row 16	0.225	0.377	0.183	0.061	0.305	0.103	0.204	0.621	0.148	0.172
Row 17	-0.133	0.123	-0.010	0.013	-0.179	-0.065	-0.114	-0.088	0.218	-0.031
Row 18	0.151	0.271	0.018	-0.066	0.149	0.038	0.112	0.339	0.085	0.183
Row 19	0.098	0.245	-0.113	0.072	0.065	0.146	0.138	0.141	0.014	0.289
Row 20	0.120	0.137	-0.036	0.088	0.212	0.087	-0.119	0.345	0.0	0.193
Row 21	0.020	0.070	0.195	0.095	0.160	0.002	-0.109	0.455	0.367	0.029
Row 22	0.123	0.355	0.442	0.286	0.300	0.361	0.424	0.457	0.233	0.192
Row 23	0.211	0.537	0.373	0.396	0.378	0.385	0.441	0.338	0.259	0.296
Row 24	0.290	0.646	0.394	0.604	0.590	0.641	0.509	0.427	0.361	0.513
Row 25	-0.303	0.068	-0.362	-0.305	-0.347	-0.095	0.054	0.025	-0.105	-0.044
Row 26	-0.198	0.063	0.101	-0.189	-0.289	-0.015	0.362	0.152	0.282	-0.063
Row 27	-0.111	0.044	0.346	0.226	-0.041	0.274	0.208	0.161	-0.220	0.445
Row 28	0.297	0.805	0.320	0.359	0.382	0.263	0.457	0.430	0.269	0.252
Row 29	0.155	0.770	0.174	0.270	0.259	0.398	0.637	0.414	0.277	0.343
Row 30	0.713	0.482	0.242	0.305	0.530	0.467	0.281	0.095	0.177	0.219
Row 31	1.000									
Row 32	0.409	1.000								
Row 33	0.459	0.327	1.000							
Row 34	0.309	0.450	0.545	1.000						
Row 35	0.404	0.405	0.400	0.781	1.000					
Row 36	0.433	0.413	0.545	0.661	0.613	1.000				
Row 37	0.130	0.472	0.343	0.180	0.268	0.496	1.000			
Row 38	-0.024	0.393	0.354	0.223	0.200	0.166	0.385	1.000		
Row 39	0.106	0.303	0.239	0.300	0.333	0.134	0.337	0.469	1.000	
Row 40	0.212	0.414	0.392	0.521	0.423	0.580	0.364	0.307	0.060	1.000
Row 41	0.272	0.376	0.556	0.454	0.410	0.703	0.647	0.331	0.227	0.613
Row 42	0.215	0.568	0.403	0.598	0.581	0.682	0.435	0.461	0.274	0.601
Row 43	0.242	0.549	0.188	0.295	0.296	0.417	0.347	0.369	0.314	0.494
Row 44	0.087	0.361	0.329	0.353	0.317	0.306	0.259	0.724	0.511	0.233
Row 45	0.130	0.154	0.40(	0.313	0.354	0.288	0.452	0.541	0.421	0.307
Row 46	0.025	0.192	0.361	0.305	0.365	0.304	0.441	0.573	0.411	0.416
Row 47	0.025	0.135	0.261	0.267	0.282	0.241	0.188	0.656	0.266	0.361
Row 48	0.214	0.354	0.442	0.456	0.481	0.385	0.448	0.334	0.532	0.251
Row 49	-0.081	0.178	0.187	0.262	0.258	0.220	0.276	0.698	0.215	0.312
Row 50	-0.182	0.362	-0.011	0.227	0.126	0.297	0.287	0.358	0.213	0.300

APPENDIX H (continued)

COLUMN	41	42	43	44	45	46	47	48	49	50
Row 1	0.259	0.402	0.222	0.084	0.243	0.196	0.068	0.219	0.126	0.062
Row 2	0.170	0.367	0.265	0.230	0.191	0.165	0.012	0.275	0.081	-0.037
Row 3	0.221	0.379	0.318	0.428	0.324	0.364	0.165	0.314	0.285	0.218
Row 4	0.319	0.446	0.351	0.241	0.088	0.161	0.015	0.192	0.140	0.285
Row 5	0.219	0.301	0.292	0.196	0.078	0.076	-0.075	0.171	-0.019	0.314
Row 6	0.223	0.419	0.355	0.019	0.036	0.11	-0.038	0.112	0.144	0.327
Row 7	-0.074	0.043	0.191	0.191	-0.227	-0.115	-0.237	-0.069	-0.240	0.071
Row 8	0.091	0.255	0.125	0.244	0.274	0.291	0.060	0.211	0.230	0.076
Row 9	0.195	0.326	0.203	-0.019	0.160	0.179	0.041	-0.054	0.127	0.131
Row 10	0.073	0.149	0.062	0.104	0.202	0.197	-0.103	0.208	0.089	0.151
Row 11	0.248	0.378	0.359	0.367	0.315	0.246	0.277	0.182	0.238	0.297
Row 12	0.123	0.280	0.0	0.130	0.130	0.228	0.024	0.143	0.189	-0.114
Row 13	0.114	0.229	0.155	0.287	0.252	0.218	0.064	0.209	0.238	0.386
Row 14	0.259	0.260	0.209	0.334	0.273	0.186	0.037	0.234	0.318	0.500
Row 15	0.227	0.172	0.096	-0.100	0.151	0.196	-0.019	0.281	0.199	0.185
Row 16	0.141	0.239	0.296	0.538	0.348	0.322	0.461	0.326	0.371	0.086
Row 17	-0.083	-0.044	0.147	0.208	-0.158	-0.111	-0.122	-0.096	-0.195	0.023
Row 18	0.023	0.096	0.346	0.402	0.351	0.156	0.371	0.065	0.289	0.259
Row 19	0.219	0.228	0.362	0.003	-0.003	-0.074	0.115	-0.175	0.096	0.481
Row 20	-0.022	0.137	0.308	0.393	0.378	0.230	0.498	0.065	0.417	0.310
Row 21	-0.062	0.183	0.389	0.441	0.377	0.329	0.564	0.151	0.408	0.107
Row 22	0.583	0.482	0.426	0.414	0.495	0.364	0.505	0.413	0.450	0.291
Row 23	0.461	0.498	0.538	0.520	0.393	0.338	0.355	0.286	0.288	0.323
Row 24	0.555	0.733	0.622	0.552	0.295	0.339	0.344	0.375	0.263	0.454
Row 25	-0.219	0.105	0.379	-0.065	-0.168	-0.164	0.031	-0.337	0.048	0.292
Row 26	0.164	-0.078	-0.049	0.167	0.281	0.274	0.150	0.137	-0.067	0.234
Row 27	0.445	0.176	0.111	0.014	0.155	0.204	0.217	-0.042	0.126	0.228
Row 28	0.311	0.512	0.393	0.300	0.144	0.202	0.101	0.280	0.193	0.273
Row 29	0.388	0.582	0.464	0.302	0.249	0.287	0.195	0.187	0.282	0.535
Row 30	0.228	0.447	0.431	0.234	0.159	0.134	0.064	0.185	0.027	0.055
Row 31	0.272	0.215	0.242	0.087	0.130	0.025	0.025	0.214	-0.081	-0.182
Row 32	0.376	0.568	0.549	0.361	0.154	0.192	0.135	0.354	0.178	0.362
Row 33	0.556	0.403	0.188	0.329	0.409	0.361	0.261	0.442	0.187	-0.011
Row 34	0.454	0.598	0.295	0.353	0.313	0.305	0.267	0.456	0.262	0.227
Row 35	0.410	0.581	0.296	0.317	0.354	0.365	0.282	0.481	0.258	0.126
Row 36	0.703	0.682	0.417	0.306	0.288	0.304	0.241	0.385	0.220	0.297
Row 37	0.647	0.435	0.347	0.259	0.452	0.441	0.188	0.448	0.276	0.287
Row 38	0.331	0.461	0.369	0.724	0.541	0.572	0.656	0.334	0.698	0.358
Row 39	0.227	0.374	0.314	0.511	0.421	0.411	0.266	0.532	0.215	0.123
Row 40	0.613	0.601	0.494	0.233	0.307	0.416	0.361	0.251	0.312	0.300
Row 41	1.000									
Row 42	0.664	1.000								
Row 43	0.370	0.612	1.000							
Row 44	0.290	0.498	0.405	1.000						
Row 45	0.481	0.385	0.168	0.569	1.000					
Row 46	0.516	0.500	0.094	0.513	0.825	1.000				
Row 47	0.351	0.473	0.284	0.508	0.704	0.734	1.000			
Row 48	0.550	0.419	0.146	0.471	0.547	0.603	0.257	1.000		
Row 49	0.372	0.501	0.278	0.511	0.686	0.643	0.838	0.268	1.000	
Row 50	0.335	0.492	0.414	0.341	0.363	0.354	0.396	0.115	0.498	1.000

APPENDIX H (continued)

COLUMN	51	52	53
Row 51	1.000		
Row 52	0.078	1.000	
Row 53	0.249	0.229	1.000

APPENDIX I

CORRELATION MATRIX FOR COUNSELLOR ROLE QUESTIONNAIRE PART III (COUNSELLOR "SHOULD") RESPONSES
FOR A GROUP OF 35 COUNSELLORS

COLUMN	1	2	3	4	5	6	7	8	9	10
Row 1	1.000									
Row 2	0.916	1.000								
Row 3	0.452	0.497	1.000							
Row 4	0.552	0.659	0.738	1.000						
Row 5	0.371	0.414	0.524	0.796	1.000					
Row 6	0.559	0.633	0.595	0.876	0.748	1.000				
Row 7	0.017	0.106	0.168	0.454	0.510	0.464	1.000			
Row 8	-0.067	0.031	0.431	0.372	0.416	0.292	0.193	1.000		
Row 9	0.341	0.362	0.649	0.509	0.443	0.574	0.109	0.313	1.000	
Row 10	0.085	0.185	0.727	0.507	0.352	0.361	0.193	0.751	0.414	1.000
Row 11	0.053	-0.071	-0.026	0.058	-0.025	0.092	-0.049	0.120	0.241	0.150
Row 12	0.050	0.050	0.190	0.145	0.162	0.220	0.157	0.361	0.378	0.274
Row 13	0.134	0.106	0.252	0.095	0.092	0.143	-0.035	0.355	0.009	0.425
Row 14	0.344	0.371	0.533	0.424	0.242	0.451	0.045	0.494	0.348	0.577
Row 15	0.152	0.255	0.439	0.388	0.363	0.312	0.242	0.506	0.256	0.585
Row 16	-0.053	0.008	-0.010	-0.177	-0.173	-0.100	-0.060	0.251	-0.238	0.131
Row 17	0.338	0.400	-0.027	0.281	0.280	0.321	-0.076	-0.044	0.082	-0.165
Row 18	0.437	0.549	0.166	0.308	0.266	0.307	0.031	0.105	0.30	0.043
Row 19	-0.072	-0.123	-0.141	-0.010	-0.216	-0.027	-0.283	-0.027	-0.126	-0.069
Row 20	-0.338	-0.226	-0.293	-0.170	-0.065	-0.131	-0.139	0.227	-0.258	0.035
Row 21	-0.338	-0.238	-0.242	-0.274	-0.194	-0.339	-0.081	0.178	-0.351	0.016
Row 22	-0.119	-0.119	0.110	-0.028	0.142	0.011	-0.168	0.309	0,152	0.263
Row 23	-0.059	-0.059	0.041	0.020	0.150	0.138	-0.225	0.273	0.293	0.065
Row 24	0.604	0.554	0.399	0.562	0.444	0.622	-0.049	-0.035	0.548	0.038
Row 25	-0.016	0.136	-0.007	0.051	-0.165	0.06]	-0.059	0.199	0.05]	0.132
Row 26	0.092	0.212	0.133	0.206	0.246	0.150	0.135	0.089	0.369	0.061
Row 27	0.110	0.211	0.35]	0.277	0.292	0.190	0.217	0.172	0.252	0.308
Row 28	0.169	0.218	0.431	0.416	0.473	0.465	0.177	0.494	0.402	0.535
Row 29	0.028	0.053	0,061	0.152	0.334	0.208	0.126	0.350	0.098	0.305
Row 30	0.095	0.095	-0.177	-0.192	-0.171	-0.140	-0.209	-0.228	-0.035	-0.175
Row 31	0.144	0.225	-0.087	-0.018	-0.148	-0.039	-0.109	-0.132	-0.055	-0.125
Row 32	0.520	0.542	0.342	0.572	0.570	0.533	0.195	0.093	0.308	0.190
Row 33	0.351	0.485	0.554	0.414	0.257	0.417	-0.146	0.141	0.553	0.377
Row 34	0.092	0.183	0.022	0.071	0.022	0.149	-0.127	0.121	0.321	0.129
Row 35	0.068	0.097	-0.008	0.058	-0.008	0.173	-0.251	0.002	0.192	0.073
Row 36	-0.030	-0.005	-0.146	0.034	-0.063	0.226	-0.104	0.004	0.046	-0.134
Row 37	0.278	0.366	0.228	0.359	0.323	0.405	0.150	0.241	0.309	0.126
Row 38	-0.133	-0.109	0.212	0.066	-0.008	0.162	-0.186	0.161	0.300	0.198
Row 39	-0.067	-0.067	-0.076	-0.041	0.197	0.047	-0.360	0.091	0.047	0.097
Row 40	-0.019	0.037	-0.041	0.05]	-0.062	0.052	-0.190	-0.109	0.078	-0.085
Row 41	-0.081	-0.08,	0.144	0.084	0.139	0.065	-0.228	0.203	0.232	0.203
Row 42	0.622	0.669	0.454	0.576	0.438	0.562	-0.007	-0.013	0.550	0.134
Row 43	0.192	0.168	0.061	0.150	0.252	0.161	-0.168	0.207	0.207	0.107
Row 44	0.074	0.236	-0.059	0.084	-0.078	0.085	-0.126	0.020	0.049	0.041
Row 45	0.666	0.693	0.337	0.553	0.368	0.499	0.067	-0.121	0.451	0.051
Row 46	0.053	0.053	-0.073	0.039	0.001	0.037	-0.160	0.014	0.209	-0.031
Row 47	-0.018	-0.018	-0.051	0.020	0.181	0.006	-0.095	0.235	0.022	0.097
Row 48	-0.010	-0.035	-0.148	-0.123	0.031	-0.122	-0.403	0.205	-0.042	0.022
Row 49	-0.062	-0.163	0.121	-0.007	0.216	0.013	-0.035	0.240	0.220	0.246
Row 50	0.042	-0.051	-0.002	0.031	0.022	-0.002	-0.229	0.061	-0.115	0.075

APPENDIX I (continued)

COLUMN	11	12	13	14	15	16	17	18	19	20
Row 1	0.053	0.050	0.134	0.344	0.152	-0.054	0.338	0.437	-0.072	-0.338
Row 2	-0.071	0.050	0.106	0.371	0.255	0.008	0.400	0.549	-0.123	-0.226
Row 3	-0.026	0.190	0.25]	0.533	0.439	-0.010	-0.027	0.166	-0.141	-0.293
Row 4	0.058	0.145	0.095	0.424	0.388	-0.177	0.281	0.308	-0.010	-0.170
Row 5	-0.025	0.16]	0.092	0.242	0.363	-0.173	0.280	0.266	-0.216	-0.065
Row 6	0.092	0.220	0.143	0.451	0.312	-0.100	0.321	0.307	-0.027	-0.131
Row 7	-0.049	0.157	-0.035	0.045	0.242	-0.060	-0.076	0.031	-0.283	- 0.139
Row 8	0.120	0.361	0.355	0.494	0.506	0.251	-0.044	0.105	-0.027	0.227
Row 9	0.241	0.378	0.009	0.348	0.256	-0.238	0.082	0.030	-0.126	-0.258
Row 10	0.150	0.274	0.425	0.577	0.585	0.131	-0.165	0.042	-0.069	0.035
Row 11	1.000									
Row 12	0.215	1.000								
Row 13	0.060	0.335	1.000							
Row 14	-0.031	0.232	0.698	1.000						
Row 15	-0.066	0.327	0.482	0.666	1.000					
Row 16	-0.338	-0.091	0.311	0.294	0.356	1.000				
Row 17	-0.037	0.216	0.020	0.071	0.217	0.056	1.000			
Row 18	-0.349	-0.108	0.140	0.349	0.508	0.591	0.565	1.000		
Row 19	0.253	-0.081	-0.15]	0.094	-0.019	0.189	0.300	0.186	1.000	
Row 20	0.029	-0.170	0.051	0.022	0.229	0.511	0.256	0.459	0.441	1.000
Row 21	-0.077	0.008	-0.064	-0.234	0.036	0.445	0.067	0.258	0.180	0.566
Row 22	0.228	0.240	0.398	0.392	0.584	0.314	0.066	0.162	0.203	0.326
Row 23	0.352	0.234	0.144	0.310	0.286	0.145	0.247	0.105	0.349	0.366
Row 24	0.260	0.092	-0.014	0.306	0.212	-0.150	0.46]	0.337	0.299	-0.071
Row 25	0.188	0.001	0.143	0.294	0.337	0.403	0.135	0.344	0.317	0.364
Row 26	-0.096	0.210	0.047	0.205	0.335	0.018	0.306	0.370	0.039	0.062
Row 27	-0.273	-0.048	0.020	0.266	0.599	0.268	0.234	0.491	0.090	0.130
Row 28	-0.025	0.323	0.294	0.550	0.676	0.088	0.123	0.208	-0.058	0.169
Row 29	0.110	0.029	0.178	0.295	0.516	0.276	0.048	0.235	0.065	0.406
Row 30	0.186	-0.429	-0.131	-0.025	0.087	0.240	0.016	0.261	0.233	0.280
Row 31	0.068	-0.33]	-0.116	0.109	0.209	0.282	0.097	0.349	0.286	0.266
Row 32	-0.008	0.046	0.204	0.445	0.501	-0.043	0.508	0.454	0.024	0.016
Row 33	-0.080	0.136	0.264	0.454	0.305	0.020	0.316	0.359	0.053	-0.071
Row 34	0.367	-0.008	-0.182	0.079	0.023	-0.098	0.270	0.081	0.220	0.228
Row 35	0.240	-0.027	-0.037	0.168	-0.150	-0.061	0.260	0.020	0.467	0.212
Row 36	0.292	-0.020	-0.074	0.174	0.042	0.154	0.448	0.243	0.682	0.371
Row 37	-0.135	0.348	0.279	0.444	0.359	0.175	0.545	0.503	0.178	0.037
Row 38	0.089	-0.210	0.049	0.271	0.197	0.360	-0.176	0.080	0.209	0.287
Row 39	0.344	-0.130	-0.036	0.177	0.114	0.081	0.126	-0.015	0.500	0.376
Row 40	0.171	-0.194	-0.134	0.026	-0.018	0.113	0.297	0.148	0.569	0.315
Row 41	0.183	-0.079	0.15]	0.266	0.230	0.099	0.138	0.051	0.313	0.276
Row 42	0.116	0.096	-0.034	0.277	0.200	-0.201	0.367	0.294	0.097	-0.094
Row 44	0.062	-0.184	-0.069	0.159	0.144	0.231	0.008	0.234	0.104	0.263
Row 45	0.017	-0.113	-0.205	0.226	0.194	-0.169	0.290	0.393	-0.005	-0.139
Row 46	0.256	-0.162	-0.282	0.079	0.050	0.018	0.041	0.071	0.294	0.269
Row 47	0.003	-0.184	0.021	0.105	0.324	0.424	0.091	0.385	0.045	0.473
Row 48	0.089	-0.064	0.171	0.176	0.311	0.212	0.373	0.279	0.141	0.435
Row 49	0.098	-0.004	0.144	0.217	0.319	0.248	-0.150	0.079	0.000	0.218
Row 50	0.183	-0.137	0.105	0.135	-0.019	0.065	-0.050	-0.082	0.439	0.166

APPENDIX I (continued)

COLUMN	21	22	23	24	25	26	27	28	29	30
Row 1	-0.338	-0.119	-0.059	0.604	-0.016	0.092	0.110	0.169	0.028	0.095
Row 2	-0.238	-0.119	-0.059	0.554	0.136	0.212	0.211	0.218	0.052	0.095
Row 3	-0.242	0.110	0.041	0.399	-0.007	0.133	0.351	0.431	0.061	-0.177
Row 4	-0.274	-0.028	0.020	0.562	0.051	0.206	0.277	0.416	0.153	-0.192
Row 5	-0.194	0.142	0.150	0.444	-0.165	0.246	0.292	0.473	0.334	-0.171
Row 6	-0.339	0.011	0.138	0.622	0.062	0.150	0.190	0.465	0.208	-0.140
Row 7	-0.081	-0.168	-0.225	-0.049	-0.059	0.135	0.217	0.177	0.126	-0.209
Row 8	0.178	0.309	0.273	-0.036	0.199	0.089	0.172	0.494	0.350	-0.228
Row 9	-0.351	0.152	0.293	0.548	0.052	0.369	0.252	0.402	0.098	-0.035
Row 10	0.016	0.262	0.065	0.038	0.132	0.061	0.308	0.535	0.305	-0.175
Row 11	-0.077	0.228	0.351	0.260	0.188	-0.096	-0.273	-0.025	0.110	0.186
Row 12	0.008	0.240	0.234	0.092	0.001	0.210	-0.048	0.323	0.029	-0.429
Row 13	-0.064	0.398	0.144	-0.014	0.143	0.047	0.020	0.294	0.178	-0.131
Row 14	-0.234	0.392	0.310	0.396	0.294	0.205	0.266	0.550	0.295	-0.025
Row 15	0.036	0.584	0.286	0.[illegible]	0.337	0.335	0.590	0.676	0.516	0.087
Row 16	0.445	0.314	0.145	-0.150	0.403	0.018	0.268	0.088	0.276	0.240
Row 17	0.067	0.066	0.247	0.462	0.135	0.306	0.234	0.123	0.048	0.016
Row 18	0.258	0.162	0.105	0.337	0.344	0.370	0.491	0.208	0.235	0.261
Row 19	0.180	0.203	0.349	0.299	0.317	0.039	0.090	-0.058	0.065	0.233
Row 20	0.566	0.326	0.366	-0.071	0.364	0.062	0.130	0.169	0.406	0.280
Row 21	1.000									
Row 22	0.077	1.000								
Row 23	0.170	0.708	1.000							
Row 24	-0.235	0.271	0.454	1.000						
Row 25	0.171	0.384	0.284	0.188	1.000					
Row 26	0.006	0.291	0.169	0.227	0.308	1.000				
Row 27	-0.026	0.390	0.058	0.237	0.225	0.498	1.000			
Row 28	-0.162	0.528	0.390	0.260	0.134	0.304	0.406	1.000		
Row 29	0.079	0.617	0.438	0.065	0.289	0.270	0.268	0.731	1.000	
Row 30	0.240	0.396	0.403	0.286	0.388	0.209	0.287	0.054	0.351	1.000
Row 31	0.260	0.340	0.411	0.288	0.513	0.165	0.244	0.103	0.387	0.821
Row 32	-0.257	0.369	0.313	0.561	0.081	0.415	0.485	0.634	0.520	0.262
Row 33	-0.116	0.180	0.194	0.439	0.190	0.397	0.408	0.226	-0.016	0.095
Row 34	0.048	0.215	0.489	0.307	0.184	-0.037	0.036	0.105	0.202	0.251
Row 35	0.039	0.146	0.441	0.266	0.040	-0.052	-0.080	0.026	0.173	0.172
Row 36	0.185	0.266	0.576	0.405	0.441	0.070	0.058	-0.009	0.140	0.341
Row 37	0.074	0.157	0.279	0.318	0.234	0.606	0.393	0.260	0.105	-0.008
Row 38	-0.058	0.379	0.357	0.155	0.287	-0.021	0.151	0.264	0.389	0.277
Row 39	-0.013	0.290	0.415	0.231	0.269	-0.100	0.032	0.247	0.318	0.360
Row 40	0.057	0.316	0.467	0.396	0.411	0.160	0.252	0.110	0.194	0.493
Row 41	-0.093	0.567	0.574	0.282	0.083	0.176	0.276	0.422	0.445	0.301
Row 42	-0.189	0.192	0.401	0.844	0.158	0.256	0.222	0.388	0.128	0.262
Row 43	0.091	0.558	0.750	0.472	0.196	0.083	-0.004	0.408	0.587	0.432
Row 44	0.243	0.229	0.304	0.281	0.493	-0.040	-0.012	0.025	0.226	0.467
Row 45	-0.234	-0.059	0.065	0.691	0.074	0.147	0.207	0.197	0.007	0.190
Row 46	0.058	0.254	0.494	0.421	0.188	-0.095	-0.027	0.103	0.229	0.372
Row 47	0.180	0.345	0.267	0.003	0.124	-0.004	0.161	0.252	0.571	0.234
Row 48	0.076	0.420	0.407	0.111	0.063	-0.021	0.079	0.221	0.434	0.178
Row 49	-0.016	0.501	0.321	0.029	-0.112	-0.008	0.259	0.388	0.561	0.145
Row 50	-0.157	0.398	0.324	0.211	-0.031	-0.106	0.108	0.252	0.299	0.181

APPENDIX I (continued)

COLUMN	31	32	33	34	35	36	37	38	39	40
Row 1	0.144	0.520	0.351	0.092	0.068	-0.030	0.278	-0.133	-0.067	-0.019
Row 2	0.225	0.542	0.485	0.183	0.097	-0.005	0.366	-0.109	-0.067	0.037
Row 3	-0.087	0.342	0.554	0.022	-0.008	-0.146	0.228	0.212	-0.076	-0.041
Row 4	-0.018	0.572	0.414	0.071	0.058	0.034	0.359	0.066	-0.197	-0.062
Row 5	-0.148	0.570	0.257	0.022	-0.008	-0.063	0.323	-0.008	-0.197	-0.062
Row 6	-0.039	0.533	0.417	0.149	0.173	0.226	0.405	0.162	0.047	0.052
Row 7	-0.109	0.195	-0.146	-0.127	-0.251	-0.104	0.150	-0.186	-0.360	-0.190
Row 8	-0.132	0.093	0.141	0.121	-0.002	0.004	0.241	0.161	0.091	-0.109
Row 9	-0.055	0.308	0.553	0.321	0.192	0.046	0.309	0.300	0.047	0.078
Row 10	-0.125	0.190	0.377	0.129	0.073	-0.134	0.126	0.198	0.097	-0.085
Row 11	0.068	-0.008	-0.080	0.367	0.240	0.292	-0.135	0.089	0.344	0.171
Row 12	-0.332	0.046	0.136	-0.008	-0.027	-0.020	0.348	-0.210	-0.130	-0.194
Row 13	-0.116	0.204	0.264	-0.182	-0.037	-0.074	0.279	0.049	-0.036	-0.134
Row 14	0.109	0.445	0.454	0.079	0.168	0.174	0.444	0.271	0.177	0.026
Row 15	0.209	0.501	0.305	0.023	-0.150	0.042	0.359	0.197	0.114	-0.018
Row 16	0.282	-0.043	0.020	-0.098	-0.061	0.154	0.175	0.360	0.081	0.113
Row 17	0.097	0.508	0.316	0.270	0.260	0.448	0.545	-0.176	0.126	0.297
Row 18	0.349	0.454	0.359	0.081	0.020	0.243	0.503	0.080	-0.015	0.148
Row 19	0.286	0.024	0.053	0.220	0.467	0.682	0.178	0.209	0.500	0.569
Row 20	0.466	0.016	-0.071	0.228	0.212	0.371	0.037	0.287	0.376	0.315
Row 21	0.260	-0.257	-0.116	0.048	0.039	0.185	0.074	-0.058	-0.013	0.057
Row 22	0.340	0.369	0.180	0.215	0.146	0.266	0.157	0.379	0.290	0.316
Row 23	0.411	0.313	0.194	0.489	0.441	0.576	0.279	0.357	0.415	0.467
Row 24	0.288	0.561	0.439	0.307	0.266	0.405	0.318	0.155	0.231	0.396
Row 25	0.513	0.081	0.190	0.184	0.040	0.441	0.234	0.287	0.269	0.411
Row 26	0.165	0.415	0.397	-0.037	-0.052	0.070	0.606	-0.021	-0.100	0.160
Row 27	0.244	0.485	0.408	0.036	-0.080	0.058	0.393	0.151	0.032	0.252
Row 28	0.103	0.634	0.226	0.105	0.026	-0.009	0.260	0.264	0.247	0.110
Row 29	0.387	0.520	-0.016	0.201	0.173	0.140	0.105	0.389	0.318	0.194
Row 30	0.821	0.262	0.095	0.251	0.172	0.341	-0.008	0.277	0.360	0.493
Row 31	1.000									
Row 32	0.342	1.000								
Row 33	0.143	0.311	1.000							
Row 34	0.368	0.247	0.349	1.000						
Row 35	0.246	0.183	0.446	0.770	1.000					
Row 36	0.419	0.134	0.228	0.515	0.580	1.000				
Row 37	0.158	0.440	0.564	0.115	0.176	0.418	1.000			
Row 38	0.319	0.031	0.193	0.136	0.199	0.240	-0.031	1.000		
Row 39	0.395	0.068	0.071	0.309	0.372	0.449	-0.082	0.634	1.000	
Row 40	0.617	0.316	0.262	0.441	0.468	0.546	0.266	0.336	0.484	1.000
Row 41	0.392	0.445	0.276	0.433	0.435	0.262	0.209	0.516	0.531	0.723
Row 42	0.341	0.630	0.487	0.395	0.279	0.184	0.313	0.025	0.083	0.461
Row 43	0.473	0.476	0.012	0.585	0.403	0.347	0.046	0.246	0.358	0.510
Row 44	0.581	0.152	0.060	0.371	0.282	0.238	-0.137	0.374	0.360	0.337
Row 45	0.306	0.550	0.304	0.318	0.168	0.053	0.148	0.176	0.147	0.214
Row 46	0.451	0.205	-0.083	0.527	0.373	0.293	-0.160	0.441	0.515	0.480
Row 47	0.278	0.273	-0.137	0.165	0.065	0.066	-0.014	0.566	0.314	0.165
Row 48	0.210	0.322	-0.063	0.336	0.251	0.173	-0.070	0.276	0.466	0.114
Row 49	0.128	0.305	-0.081	0.176	0.161	-0.069	-0.049	0.564	0.276	0.163
Row 50	0.157	0.311	-0.158	0.119	0.253	0.072	-0.123	0.116	0.294	0.405

APPENDIX I (continued)

COLUMN	41	42	43	44	45	46	47	48	49	50
Row 1	-0.081	0.622	0.192	0.074	0.666	0.054	-0.018	-0.010	-0.062	0.042
Row 2	-0.081	0.669	0.168	0.236	0.693	0.054	-0.018	-0.035	-0.163	-0.051
Row 3	0.144	0.454	0.061	-0.059	0.337	-0.073	-0.051	-0.148	0.121	-0.002
Row 4	0.084	0.576	0.150	0.084	0.553	0.039	0.020	-0.123	-0.007	0.031
Row 5	0.139	0.438	0.252	-0.078	0.368	0.001	0.181	0.031	0.216	0.022
Row 6	0.065	0.562	0.161	0.085	0.499	0.037	0.006	-0.122	0.013	-0.002
Row 7	-0.228	-0.007	-0.168	-0.126	0.067	-0.160	-0.095	-0.403	-0.035	-0.229
Row 8	0.203	-0.013	0.207	0.020	-0.121	0.014	0.235	0.205	0.240	0.061
Row 9	0.232	0.550	0.207	0.049	0.451	0.209	0.022	-0.042	0.220	-0.115
Row 10	0.203	0.134	0.107	0.041	0.051	-0.031	0.097	0.022	0.246	0.075
Row 11	0.183	0.116	0.406	0.061	0.017	0.256	0.003	0.089	0.098	0.183
Row 12	-0.079	0.096	-0.133	-0.184	-0.113	-0.162	-0.184	-0.064	-0.004	-0.137
Row 13	0.151	-0.034	-0.007	-0.069	-0.205	-0.282	0.021	0.171	0.144	0.105
Row 14	0.266	0.277	0.158	0.159	0.226	0.079	0.105	0.176	0.217	0.135
Row 15	0.230	0.200	0.201	0.144	0.194	0.50	0.324	0.311	0.319	-0.019
Row 16	0.099	-0.201	0.071	0.231	-0.169	0.018	0.424	0.212	0.248	0.065
Row 17	0.138	0.367	0.198	0.008	0.290	0.041	0.091	0.373	-0.150	-0.050
Row 18	0.051	0.294	0.177	0.234	0.393	0.071	0.385	0.279	0.079	-0.082
Row 19	0.313	0.097	0.282	0.104	-0.005	0.294	0.045	0.141	0.000	0.439
Row 20	0.276	-0.094	0.390	0.263	-0.139	0.269	0.473	0.435	0.218	0.166
Row 21	-0.093	-0.189	0.091	0.243	-0.234	0.058	0.180	0.076	-0.016	-0.157
Row 22	0.567	0.192	0.558	0.229	-0.059	0.254	0.345	0.420	0.501	0.398
Row 23	0.574	0.401	0.750	0.304	0.065	0.494	0.267	0.407	0.321	0.324
Row 24	0.282	0.844	0.472	0.281	0.691	0.421	0.003	0.111	0.029	0.211
Row 25	0.083	0.158	0.196	0.493	0.074	0.188	0.124	0.063	-0.112	-0.031
Row 26	0.176	0.256	0.083	-0.040	0.147	-0.095	-0.004	-0.021	-0.008	-0.106
Row 27	0.276	0.222	-0.004	-0.012	0.207	-0.027	0.161	0.079	0.259	0.108
Row 28	0.422	0.388	0.408	0.025	0.197	0.103	0.252	0.221	0.388	0.252
Row 29	0.445	0.128	0.587	0.226	0.077	0.229	0.571	0.434	0.561	0.299
Row 30	0.301	0.262	0.432	0.467	0.190	0.372	0.234	0.178	0.145	0.181
Row 31	0.392	0.341	0.473	0.581	0.306	0.452	0.278	0.210	0.128	0.157
Row 32	0.445	0.630	0.476	0.152	0.550	0.205	0.273	0.322	0.305	0.311
Row 33	0.276	0.487	0.012	0.060	0.304	-0.083	-0.137	-0.063	-0.081	-0.158
Row 34	0.433	0.395	0.585	0.371	0.318	0.527	0.165	0.336	0.176	0.119
Row 35	0.435	0.279	0.403	0.282	0.168	0.373	0.065	0.251	0.161	0.253
Row 36	0.261	0.184	0.347	0.238	0.053	0.293	0.066	0.173	-0.069	0.072
Row 37	0.209	0.313	0.046	-0.137	0.148	-0.160	-0.014	-0.070	-0.049	-0.123
Row 38	0.516	0.025	0.246	0.374	0.176	0.441	0.566	0.276	0.564	0.115
Row 39	0.531	0.083	0.358	0.360	0.147	0.515	0.314	0.466	0.276	0.294
Row 40	0.723	0.461	0.510	0.337	0.214	0.480	0.165	0.114	0.163	0.405
Row 41	1.000									
Row 42	0.328	1.000								
Row 43	0.636	0.553	1.000							
Row 44	0.150	0.338	0.371	1.000						
Row 45	0.134	0.737	0.325	0.523	1.000					
Row 46	0.457	0.424	0.642	0.729	0.611	1.000				
Row 47	0.408	-0.045	0.448	0.432	0.293	0.529	1.000			
Row 48	0.443	-0.017	0.487	0.302	0.128	0.414	0.653	1.000		
Row 49	0.594	-0.006	0.432	0.204	0.192	0.480	0.774	0.519	1.000	
Row 50	0.545	0.234	0.514	0.023	-0.044	0.229	0.086	0.281	0.348	1.000

APPENDIX I (continued)

COLUMN	51	52	53
Row 51	1.000		
Row 52	0.555	1.000	
Row 53	0.452	0.407	1.000

APPENDIX J.

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
TELEPHONE (403) 432-5245

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2G5

May 15, 1974

Dear Colleague:

JUST A REMINDER!

We hope that you have received our counsellor role questionnaire. Even though this is a very busy time of year, we trust that you will find time to complete and return the questionnaire. We are anxious to include your results in our Canadian survey.

If you have completed and forwarded the questionnaire - thank you. We appreciate your assistance and now look forward to sharing the results with you.

Sincerely,

John G. Paterson, Ed.D.,
Professor of Education

Thomas H. Brown, M.Ed.,
Graduate Student

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
TELEPHONE (403) 432-5245

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2G5

May 30, 1974

Dear Colleague,

The national study of counselling as practised in a variety of work settings in Canada is well underway. We are pleased and encouraged by the response and assistance received from many counsellors across the Country.

A recent check of questionnaires returned to date indicate that the materials which have been 'checked' below have not yet been received from you.

( ) Questionnaire Booklet for Counsellor

( ) Answer Sheet for Counsellor - Part I

( ) Answer Sheet for Counsellor - Part III

( ) Answer Sheet for Client

( ) Answer Sheet for Administrator

Duplicate sets of all materials listed above are enclosed with this letter. We would appreciate it if you would make a special effort at this time to see that all materials are completed and returned as soon as possible.

We realize that this is a busy time of year for many counsellors, and will greatly appreciate any assistance which you can give at this time. We look forward to receiving your responses and sharing the results with you.

Sincerely,

John G. Paterson, Ed.D.,
Professor of Education

Thomas H. Brown, M.Ed.
Graduate Student.

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APPENDIX K

APPENDIX K

FREQUENCY AND PERCENTAGE OF RESPONSES FOR POSITIONS EXPECTATIONS (SHOULD) AND COUNSELLOR ROLE BEHAVIOUR (DO) FOR EACH ITEM ON THE COUNSELLOR ROLE QUESTIONNAIRE

Item		SHOULD (Expectations) Frequency and Percentage									Counsellor DO (Role Behaviour) Frequency and Percentage		
		Counsellor			Client			Administrator					
		A	B	C	A	B	C	A	B	C	A	B	C
1.	f	7	15	125	2	7	86	1	9	91	12	23	91
	%	5	10	85	2	7	91	1	9	90	10	18	72
2.	f	7	25	115	8	18	69	1	24	76	12	34	80
	%	5	17	78	8	19	73	1	24	75	10	27	64
3.	f	7	25	115	10	19	66	4	28	69	13	38	75
	%	5	17	78	11	20	70	4	28	68	10	30	60
4.	f	44	46	57	36	23	36	39	34	28	48	51	27
	%	30	31	39	38	24	38	39	34	28	38	41	22
5.	f	36	45	66	34	28	33	30	39	32	54	43	28
	%	25	31	45	36	30	35	30	39	32	43	34	22
6.	f	42	45	60	36	23	36	22	39	40	66	37	23
	%	29	31	41	38	24	38	22	39	40	52	29	18
7.	f	40	45	62	23	24	48	12	27	62	62	37	26
	%	27	31	42	24	25	51	12	27	62	50	30	21
8.	f	84	33	30	47	19	29	60	28	13	98	19	4
	%	57	22	20	50	20	31	59	28	13	78	15	6
9.	f	21	49	77	12	34	49	21	32	48	66	43	17
	%	14	33	52	13	36	52	21	32	48	52	34	14
10.	f	16	50	81	26	27	42	21	31	49	69	41	16
	%	11	34	55	27	28	44	21	31	49	55	33	13
11.	f	24	45	78	11	29	55	13	29	59	67	43	16
	%	16	31	53	12	31	58	13	29	58	53	34	13

APPENDIX K (continued)

Item		SHOULD (Expectations) Frequency and Percentage									Counsellor DO (Role behaviour) Frequency and Percentage		
		Counsellor			Client			Administrator					
		A	B	C	A	B	C	A	B	C	A	B	C
12.	f	68	34	45	40	28	27	40	13	48	74	16	36
	%	46	23	31	42	30	28	40	13	48	59	13	29
13.	f	54	45	48	19	26	50	23	34	44	68	32	23
	%	37	31	33	20	27	53	23	34	44	55	26	19
14.	f	48	53	46	32	25	38	29	30	42	51	43	30
	%	33	36	31	34	26	40	29	30	42	41	35	24
15.	f	19	46	82	32	28	35	8	36	57	38	50	37
	%	13	31	56	34	30	37	8	36	56	30	40	30
16.	f	88	30	29	38	29	28	52	24	25	67	34	24
	%	60	20	20	40	31	30	52	24	25	54	27	19
17.	f	89	26	32	33	20	42	44	24	33	67	25	34
	%	61	18	22	35	21	44	44	24	33	53	20	27
18.	f	25	57	65	27	33	35	25	36	40	48	50	28
	%	17	39	44	28	35	37	25	36	40	38	40	22
19.	f	23	53	71	13	43	39	14	36	51	31	53	42
	%	16	36	48	14	45	41	14	36	51	25	42	33
20.	f	17	55	75	11	36	48	7	34	60	32	47	47
	%	12	37	51	12	38	51	7	34	59	25	37	37
21.	f	17	27	103	14	21	60	7	13	81	27	31	68
	%	12	18	70	15	22	63	7	13	80	22	25	54
22.	f	101	28	18	82	9	4	61	24	16	93	20	11
	%	69	19	12	86	10	4	60	24	16	75	16	9

APPENDIX K (continued)

Item		SHOULD (Expectations) Frequency and Percentage									Counsellor DO (Role Behaviour Frequency and Percentage		
		Counsellor			Client			Administrator					
		A	B	C	A	B	C	A	B	C	A	B	C
23.	f	49	29	69	46	12	37	31	15	55	69	16	39
	%	33	20	47	48	13	39	31	15	55	56	13	31
24.	f	11	35	101	7	19	69	11	27	63	14	56	56
	%	8	24	69	7	20	73	11	27	62	11	44	45
25.	f	7	23	117	2	12	81	1	6	94	11	29	86
	%	5	16	80	2	13	85	1	6	93	9	23	68
26.	f	7	35	105	8	9	78	2	13	86	20	45	60
	%	5	24	71	8	10	82	2	13	85	16	36	48
27.	f	7	43	97	19	31	45	3	29	69	26	51	49
	%	5	29	66	20	33	47	3	29	68	21	41	39
28.	f	18	72	57	28	34	33	13	53	35	41	62	22
	%	12	49	39	30	36	35	13	53	35	33	50	18
29.	f.	1	29	117	3	17	75	2	15	84	26	44	56
	%	1	20	80	3	18	79	2	15	83	21	35	44
30.	f	12	33	102	8	28	59	3	26	72	39	46	41
	%	8	22	69	8	30	62	3	26	71	31	37	33
31.	f	7	25	115	12	21	62	4	17	80	29	38	59
	%	5	17	78	13	22	65	4	17	79	23	30	47
32.	f	19	34	94	21	38	36	8	35	58	28	44	54
	%	13	23	64	22	40	38	8	35	57	22	35	43
33.	f	15	48	84	14	33	48	9	27	65	53	41	32
	%	10	33	57	15	35	51	9	27	64	42	33	25

APPENDIX K (continued)

Item		SHOULD (Expectations) Frequency and Percentage									Counsellor DO (Role Behaviour) Frequency and Per Cent		
		Counsellor			Client			Administrator					
		A	B	C	A	B	C	A	B	C	A	B	C
34.	f	28	49	70	26	27	42	13	39	49	80	35	11
	%	19	33	48	27	28	44	13	39	49	64	28	9
35.	f	19	57	71	12	33	50	13	36	52	75	36	14
	%	13	39	48	13	35	53	13	36	52	60	29	11
36.	f	39	59	49	28	37	30	40	34	27	90	18	18
	%	27	40	33	30	39	32	40	34	27	71	14	14
37.	f	27	68	52	17	34	44	17	59	25	83	30	11
	%	18	46	35	18	36	46	17	58	25	67	24	9
38.	f	3	47	97	14	40	41	2	34	65	21	59	46
	%	2	32	66	15	42	43	2	34	64	17	47	37
39.	f	31	49	67	36	31	28	27	34	40	74	32	20
	%	21	33	46	38	33	30	27	34	40	59	25	16
40.	f	16	38	93	6	25	64	11	25	65	44	24	56
	%	11	26	63	6	26	67	11	25	64	36	19	45
41.	f	56	57	34	30	32	33	36	43	22	80	28	18
	%	38	39	23	32	34	35	36	43	22	64	22	14
42.	f	31	48	68	13	30	52	23	31	47	46	49	31
	%	21	33	46	14	32	55	23	31	47	37	39	25
43.	f	44	47	56	21	22	52	32	29	40	45	33	48
	%	30	32	38	22	23	55	32	29	40	36	26	38
44.	f	27	52	68	20	25	50	22	25	54	32	44	48
	%	18	35	46	21	26	53	22	25	54	26	36	39

Note: A refers to Rarely-Never; B refers to Sometimes; C refers to Usually-Always.

APPENDIX L

APPENDIX L

COMPARISON ON COUNSELLOR ROLE BEHAVIOUR AND ROLE CONCEPTION SHOWING FREQUENCY AND PER CENT OF COUNSELLOR RESPONSES ABOVE BELOW AND ALONG THE DIAGONAL OF THE 5 x 5 CONTINGENCY TABLE

ITEM	BELOW DIAGONAL		DIAGONAL		ABOVE DIAGONAL	
	Frequency	Per Cent	Frequency	Per Cent	Frequency	Per Cent
1	7	6	86	68	33	26
2	6	5	72	57	48	38
3	7	6	66	52	53	42
4	13	10	62	49	51	40
5	9	7	59	47	57	46
6	10	7	61	48	55	44
7	8	6	59	47	58	46
8	15	12	58	46	52	42
9	4	3	30	24	92	73
10	3	2	27	22	96	76
11	6	5	32	26	88	70
12	21	17	54	43	51	41
13	21	17	46	37	56	46
14	18	14	69	56	37	30
15	7	6	66	53	52	42
16	24	19	72	58	29	23
17	34	27	66	53	26	21
18	5	4	64	51	57	45
19	10	8	62	49	54	43
20	13	10	53	42	60	48
21	11	9	70	56	45	36
22	18	14	64	52	42	34
23	19	15	45	36	60	48
24	8	6	67	53	51	41
25	15	12	81	64	30	24

APPENDIX L (continued)

ITEM	BELOW DIAGONAL		DIAGONAL		ABOVE DIAGONAL	
	Frequency	Per Cent	Frequency	Per Cent	Frequency	Per Cent
26	9	7	70	56	46	37
27	9	7	57	45	60	48
28	5	4	62	50	58	46
29	3	2	49	39	74	59
30	3	2	43	34	80	64
31	7	6	46	37	73	58
32	7	6	60	48	59	47
33	5	4	48	38	73	58
34	3	2	38	30	85	67
35	3	2	36	29	86	69
36	5	4	37	29	84	67
37	4	3	35	28	85	69
38	10	8	45	36	71	56
39	4	3	35	28	87	69
40	9	7	54	44	61	49
41	14	11	60	48	52	41
42	10	8	63	50	53	42
43	28	22	67	53	31	25
44	20	16	66	53	38	31

APPENDIX M

APPENDIX M
CHI SQUARE VALUES FOR INTERPOSITION CONSENSUS

Item	X^2 Values for Interposition Consensus						
	Co. - Cl. - Ad.		Position Pairs				
			Co. - Cl.		Co. - Ad.		Cl. - Ad.
	X^2 Value	Intensity Direction	X^2 Value	Intensity Direction	X^2 Value	Intensity Direction	X^2 Value
1	13.03						
2	18.05*	7.47	3.42		9.17		16.30*
3	11.86						
4	11.94						
5	16.60*	7.27	10.81*	4.03	5.05		7.16
6	16.90*	7.80	5.87		7.73		11.47*
7	15.34*	11.84*	2.28		14.91*	11.44*	6.76
8	14.33						
9	12.44						
10	16.41*	11.04*	11.26*	10.95*	9.17		3.91
11	13.55						
12	18.55*	13.52*	5.77		9.16		14.21*
13	17.17*	13.53*	12.82*	11.25*	6.85		3.60
14	6.26						
15	41.64*	27.25*	23.06*	16.14*	3.65		25.56*
16	12.01						
17	28.73*	19.16*	17.84*	17.47*	13.43*	7.03*	10.65*

APPENDIX M (continued)

Item	X^2 Values for Interposition Consensus						
	Co. - Cl. - Ad.		Position Pairs				
	X^2 Value	Intensity Direction	Co. - Cl.		Co. - Ad.		Cl.- Ad.
			X^2 Value	Intensity Direction	X^2 Value	Intensity Direction	X^2 Value
18	10.05						
19	19.84*	2.81	3.71		14.27*	.19	11.78*
20	13.77						
21	10.19						
22	44.97*	16.98*	28.47*	9.92*	5.17		32.18*
23	10.54						
24	13.59						
25	25.83*	9.26*	16.47*	1.69	12.11*	8.74*	12.11*
26	24.98*	14.12*	13.42*	8.64*	9.75*	6.44*	9.75*
27	33.81*	25.57*	19.70*	16.10*	1.37		19.25*
28	22.35*	15.23*	15.24*	11.56*	0.78		12.35*
29	5.49						
30	7.08						
31	14.34						
32	42.54*	20.39*	28.83*	6.67*	14.68*	4.65	14.69*
33	10.72						
34	15.20						

APPENDIX M (continued)

Item	X^2 Values for Interposition Consensus						
	Co.- - Cl. - Ad.		Position Pairs				
	X^2 Value	Intensity Direction	Co. - Cl.		Co. - Ad.		Cl. - Ad.
			X^2 Value	Intensity Direction	X^2 Value	Intensity Direction	X^2 Value
35	14.80						
36	7.13						
37	13.38						
38	29.78*	25.58*	20.71*	20.16*	1.01		16.92*
39	14.40						
40	8.60						
41	10.57						
42	12.68						
43	17.31*	7.53	9.68*	6.47*	3.39	.30	11.41*
44	12.48						

Note: Co. = Counsellor; Cl. = Client; Ad. = Administrator.

*denotes significance beyond 0.05 level of significance

(X^2 values which are significant beyond the 0.05 level in the Intensity-Direction column denote a difference in direction of response.)